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ABSTRACT

This teaching guide is comprised of four interdisciplinary units dealing with the expeditions of conquistadors in the New World: (1) "Cortes and the Aztecs: Different Views of the World"; (2) "Pizarro and the Incas: The 'What Ifs?' of History"; (3) "Orellana and the Amazon: Human and Environmental Issues"; and (4) "Teaching Guide for Cabeza de Vaca: Human Rights and the Exploration of North America." The guide contains 25 lesson plans in all, each containing the appropriate grade level, an overview, objectives, related national standards, materials needed, detailed procedures, assessment recommendations, extension and/or adaptation ideas, and online resources. Handouts, ideas for activities, and discussion questions are provided. (BT)

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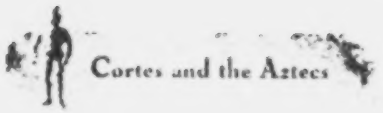
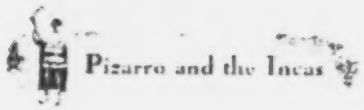
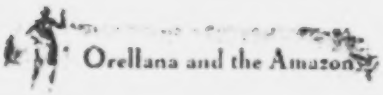
Conquistadors

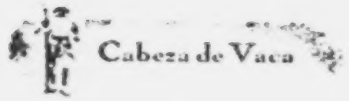
Teaching Guide

by Susan Booth Larson









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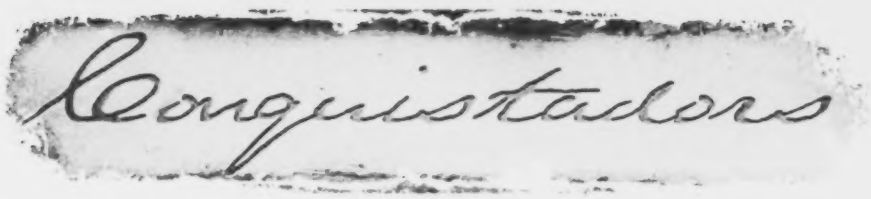

Unit 1: Cortes and the Aztecs: Different Views of the World

INTRODUCTION:

Six Interdisciplinary Lesson Plans dealing with the expedition of Hernan Cortes and the Conquest of the Aztecs are included here for use during the first week of the Conquistadors Online Learning Adventure. In addition, there follow "Online Adventure Teaching Ticklers"— a variety of ideas for activities and discussion questions to use to extend student understanding about some of the important topics related to the Adventures. They are listed in the same order as the Online Learning Adventure unfolds.

We invite you and your students to create web resources for the Online Learning Adventure. Please forward them to us, so that we can evaluate them and share them with others using a direct link off of our site. Please also feel free to send us your feedback about how you used the lessons and the Online Learning Adventure in your classroom. Thanks in advance!

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Lesson Plans

Lesson Plan 1: Make Your Own Aztec Codex

Grade Level: 4-10

Overview:

The students will make an Aztec codex to use to record the story of Cortes' conquest of the Aztecs.

Objectives:

The students will:

- Design an Aztec codex/folding book.
- Record the events in the Spanish Conquest of the Aztecs.

Related National Standards:

History:

- Identifies methods the Spanish used to conquer the Aztec and Inca settlements.
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus, (e.g., Spanish interactions with the Aztecs).
- Understands the significance of beliefs held by both Native Americans and Europeans.
- Compares political, social, economic, and religious systems of Africans, Europeans and Native Americans who converged in the western hemisphere after 1492.
- Knows the features of the major European explorations that took place between the 15th and 17th centuries.

Geography:

- Understands that culture and experience influence people's perceptions of places and regions.

Art:

- Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial, and temporal structures).
- Understands how factors of time and place (e.g., climate, resources, ideas, technology)

influence visual, spatial, or temporal characteristics that give meaning or function to a work of art.

- Knows a variety of historical and cultural contexts regarding characteristics and purposes of works of art.

Materials:

1 - 4 x 24 inch strip of paper or several pieces of paper glued together to make one long, narrow strip
Colored markers: red, blue, green, and yellow
Pencil
2 pieces of poster board for covers
Glue

Procedure:

1) Show students examples or illustrations of an Aztec codex. Discuss the main characteristics of this style of art and how it was used to record information about the Aztec culture and the historical events of the Conquest.

2) To make a codex, cut or glue pieces of paper together to make a long, narrow strip. (Suggested dimensions: 4 x 24 inches, but it can always be made longer.)

3) Fold this strip back and forth, accordion-style, every 4 inches or so to make 6 "pages".

4) Cut 2 pieces of poster board a little bit larger than the page size and glue these on each end of the strip to serve as covers for your codex.

5) Discuss the main points of the story of Cortes' conquest of the Aztecs. Using pencil, draw picture glyphs to tell the main points of this story. The Aztecs wrote from left to right and top to bottom on each page, like we do. The Aztecs had rules for drawing people. The head and feet were shown from the side, while the body was shown from the front. Feel free to design your own glyphs or use some from the Aztec pictographs.

6) Color the glyphs with colored markers.

7) Share your codices with other students.

Assessment Recommendations:

Teachers may set criteria in advance for how the students' codices will be assessed. For example, determine with the students how many events in Cortes' story the codex will show, how many pictures per page, whether the students drew their pictures in the standard codex form, the neatness of their work, etc. The teacher can evaluate the accuracy, organization, completeness, and creativity of the codices.

Extension and/or Adaptation Ideas:

Teachers may assign groups of students to develop common glyphs to represent important individuals, locations, and activities (for example, Cortes, Malinche, Montezuma, war, Tenochtitlan, etc.) These can be "borrowed" by all the students and copied into their codices.

Recommended Online Resources:

http://www.rjames.com/toltec/borgia/index.htm
http://pages.prodigy.com/GBonline/awaztec.html#European.Paper.Manuscripts
http://www.hist.umn.edu/~fish/TAarea/Perry/fc.htm
http://www.tam.itesm.mx/~jdorante/art/tenoch/ftenoc09.htm

Lesson Plan 2: Make Your Own Conquistador Compass

Grade Level: 4-8

Overview:

To better understand the technology that the conquistadors used during the Spanish Conquest, students will make and use a very simple magnetic compass.

Objectives:

The students will:

- Make a simple magnetic compass.
- Use and explain how the conquistadors in their early expeditions used a magnetic compass.

Related National Standards:

Science:

- Knows that the Earth's gravity pulls any object toward it without touching it
- Understands general concepts related to gravitational force (e.g., every object exerts gravitational force on every other object; this force depends on the mass of the objects and their distance from one another; gravitational force is hard to detect unless at least one of the objects, such as the Earth, has a lot of mass).

Technology:

- Knows the relationships between science, technology, society, and the individual.
- Knows areas in which technology has improved human lives (e.g., transportation, communication, nutrition, sanitation, health care and entertainment).

Geography:

Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.

Materials:

large needle
magnet
wine or bottle cork
shallow dish of water
knife

Procedure:

1) Begin the lesson by asking students how they would go about trying to get to a place they

have never been before. As they mention different tools they might use (map, telephone to ask directions, landmarks, Global Positioning System, compass, etc.) list these on the chalkboard.

2) Ask students which of these were available to the conquistadors in the 1500s and erase those that were not available from the list. Help students to understand that the magnetic compass was one of the only tools the conquistadors were able to rely on during their early expeditions.

3) Discuss how the earth's gravitational force is used to find directions. Explain that the students will be making magnetic compasses to see how the conquistadors would have used them.

4) Distribute materials to the students and help them make their compasses by following these directions:
   - Holding the needle with the eye at the top, stroke a magnet from top to bottom of the needle about 10 times to magnetize it.
   - Slice a piece about 1/4 inch from the end of a bottle cork.
   - Insert the needle sideways through this piece of cork.
   - On the cork, draw an arrow toward the point of the needle. Label this N for north.
   - Label the other directions, S for south, E for east, and W for west.
   - Float the cork and needle in the shallow dish of water. The needle will swing around to point to the north. Test students by asking them which direction they are facing.

5) Discuss how a conquistador would use a compass like this during an expedition in the 1500s.

6) In groups, ask the students to plan a "Compass Quest" for each other to test their ability to use their compasses. For example, have a group hide an object (piece of chalk, pencil, or "gold doubloon") someplace on the school grounds. Then ask them to use the compass to retrace their way back to the classroom, recording this information as clues. Back in the classroom, ask them to challenge another group of students to find their hidden object using their own compass and clues. Were they successful conquistadors or not? Why?

<u>Assessment Recommendations:</u>

Determine how well the students are able to follow directions to produce a working compass and how well they are able to use them to both design and follow a "compass quest". Teachers may time the students in completing the compass quests to determine their ability to use their compasses— and whether they are likely to become lost in the jungle!

Extension and/or Adaptation Ideas:

Teachers may design their own "compass quests" for the students to complete and hide special objects for the students to find using their compasses. Also, teachers may choose to use real compasses, and not have the students make their own.

Lesson Plan 3: AZTEC NEWS TONIGHT!

Grade Level: 6-10

Overview:

Students will research and prepare a news broadcast about the events of the Conquest of the Aztecs from 1519 to 1521. They will videotape a mock television news program reporting on these events from the point of view of Aztec reporters in the field, warriors, government officials, various eyewitnesses, military strategists, captured Spanish or Tlaxcalan prisoners, and other experts.

Objectives:

The students will:

- Participate in teams to write and produce a television news broadcast about a famous historical event.
- Interpret an historical event from the point of view of a variety of Aztec or Spanish participants.

Related National Standards:

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs.)
- Identifies methods the Spanish used to conquer the Aztec and Inca settlements.

Geography:

- Understands that culture and experience influence people's perceptions of places and regions.

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.
- Gathers and uses information for research purposes.
- Demonstrates competence in speaking and listening as tools for learning.

Theatre Arts:

- Improvises, writes, and refines scripts based on personal experience and heritage, imagination, literature, and history.

- Designs and produces informal and formal productions.

- Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

Materials:

Videotape camera, microphone, and videotape. *
Posters and art materials to make maps and other visuals
Materials to make costumes and props to add visual interest

* *If this is not available, the students can produce a play for the same purpose*

Procedure:

1) Watch a short excerpt from a television news program. Note how the coverage tries to answer the journalistic 5Ws and 1H questions: Who, What, Where, When, Why, and How. Ask students to describe the features and techniques that television reporters use to broadcast news events, including live video reports, interviews with people in the field, commentaries by experts in the studio, use of maps, etc.

2) "Hire" the students to work as an Aztec television film crew to report on the Conquest of 1519-1521. Discuss what the Aztec point of view might have been and do preliminary research about what life in the Aztec Empire was like in the 1500s.

3) Review the events of the Conquest and select the events that your program will include.

4) Brainstorm the kind of television reporting that would be most effective to show these events to a television audience. Make a list of the people to role-play to show the progression of events. They might include Montezuma II, a high priest, an eagle warrior, a peasant woman who observed a battle, a medical expert concerned about the spread of smallpox, etc.

5) Divide the students into teams to "report on" each event that the videotape will cover. Assign roles: camera crew, director, reporter, people to be interviewed, props developer, etc.

6) Conduct research, write scripts of live events or interview questions, prepare visuals and props, practice, and role-play/videotape each news story.

7) Add titles, introduction, music, and possibly a web page for more information about the news stories.

8) Play the news program videotape and enjoy the show! Discuss the following questions: How well do you think your program shows the Aztec point of view of the events of the Conquest?

- Compare this point of view with Spanish histories of the Conquest.

- As a result of looking at both points of view, what would you like to tell Cortes and Montezuma about your feelings about the Conquest?

- Do you think that history could have been different? Why or why not?

9) If the students develop web resources to accompany their news broadcast, please send them to us, so we can link them to this site. Thanks!

Assessment Recommendations:

Show the student-produced news program to another class and ask the students to assign scores (from 1-5) for each of the news segments using the following criteria: ideas and content, organization of news segment, interesting methods (interviews, role-plays, and other features), and use of interesting visuals and props. These students may also be asked to nominate their favorite news segments for "Academy Awards." Teachers may assess the scripts of the news segments for writing elements: ideas and content, organization, voice, word choice, sentence fluency, and conventions.

Extension and/or Adaptation Ideas:

Teachers may ask students to produce a play instead of a television news program, or only write a script for a play.

Lesson Plan 4: Using Art to Interpret History

Grade Level: 6-10

Overview:

The students will examine examples from painting and poetry that express artists' feelings about the Conquest of the Aztecs. The students will then produce an example of art related to the history of the Spanish Conquest.

Objectives:

The students will:

- Interpret various works of art related to the Spanish Conquest of the Aztecs.
- Create a work of art to express personal feelings about the Spanish Conquest.

Related National Standards:

The Arts:

- Understands the relationship between music and history and culture.
- Understands the visual arts in relation to history and culture.
- Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

Language Arts:

- Demonstrates competence in the general skills and strategies for reading a variety of literary texts.
- Understands historical and cultural influences on literary works.

Materials:

Posters or slides of the art of Diego Rivera: "The Conquest of Mexico" mural, "The History of Mexico" mural, "Disembarkation of the Spanish at Veracruz", "The Great City of Tenochtitlan" and "Triumph of the Revolution".

The poem "Conquistador" by Archibald MacLeish or short excerpt below.

One of the Aztec codices.

Procedure:

1) After the study of the Spanish Conquest of the Aztecs, introduce students to the life and artworks of Diego Rivera. Born in Guanajuato, Mexico, in 1886, he was famous for painting dra-

matic murals of the life and history of the Mexican people. Many of his murals point out the injustices of the Spanish Conquest. Considered a leader of the "Mexican Renaissance", his art serves to inspire the Mexican people to take pride in their ancient heritage. Go to http://www.diegorivera.com/murals/mural2.html to view some of his famous murals related to the Spanish Conquest.

2) Distribute Handout 1 and ask the students to read the excerpt from the poem "Conquistador" by Archibald MacLeish (Houghton Mifflin Company, Boston, 1932). This poet used the account of the Conquest, "True History of the Conquest of New Spain", by Bernal Diaz del Castillo, who accompanied Cortes, to write an epic poem.

3) Ask students to select words or phrases from "Conquistador" and discuss the images that come to their minds as they read them. Why do you think MacLeish titled this poem, "The Argument"? Analyze the form of the poem and the intent of the poet.

4) Examine art used in the Aztec codices. Discuss the artistic conventions used by the Aztec artists to record their history and culture.

5) Ask students to select a style of art and create a poem, play, painting, codex, film, song, dance, etc., to represent their own feelings about the Spanish Conquest.

6) Arrange to have the students present their art to each other or to a community group like the PTA. Enjoy!

Assessment Recommendations:

Ask the students to write 3 paragraphs comparing and contrasting the art of Diego Rivera, the poetry of Archibald MacLeish, and the art in the Aztec codex.

Ask the students to write a short paragraph or explain verbally the process they used to develop their personal artwork and the technical, organizational and aesthetic elements they used. Ask them to share the ideas, moods and feelings they were trying to express through the art form they selected, and how well they feel they were able to communicate this in their artwork.

Extension and/or Adaptation Ideas:

Focus on the art of Diego Rivera and study the technical, organizational, and aesthetic elements of murals. Develop a class mural to represent Cortes and the Aztecs in the same style. Invite parents to visit the class and ask the students to act as art museum "docents" to explain the mural to their guests.

Recommended Online Resources:

Art of Diego Rivera:
http://www.diegorivera.com/murals/mural2.html

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Aztec Codices:

http://www.rjames.com/toltec/borgia/index.htm

http://pages.prodigy.com/GBonline/awaztec.html#European.Paper.Manuscripts

http://www.hist.umn.edu/~fish/TAarea/Perry/fc.htm

http://www.tam.itesm.mx/~jdorante/art/tenoch/ftenoc09.htm

Handout 1: "Conquistador"

By Archibald MacLeish

"The Argument"

Of that world's conquest and the fortunate wars:
Of the great report and expectation of honor:
How in their youth they stretched sail: how fared they

Westward under the wind: by wave wandered:
Shoaled ship at the last at the ends of ocean:
How they were marching in the lands beyond:

Of the difficult ways there were and the winter's snow:
Of the city they found in the good lands: how they lay in it:
How there was always the leaves and the days going:

Of the fear they had in their hearts for their lives' sake:
How there was neither the night nor the day sure: and the
Gage they took for their guard: and how evil came of it:

How they were dead and driven and endured:
How they returned with arms in the wet month:
How they destroyed that city: and the gourds were

Bitter with blood: and they made their roofs with the gun stocks:

Of that world's conquest and the fortunate wars....

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Lesson Plan 5: Letter from Marcos - Chiapas Today

Grade Level: 9-12

Overview:

The legacy of the Conquest can be seen in the current events of Mexico today. The students will research the current situation in Chiapas, Mexico, a state in southern Mexico which has been the location of violent uprisings in the 1990s by Mexican Indians who are upset with Mexico's social and economic inequalities.

Objectives:

The students will:

- Research and explain the problems caused by social and economic inequalities in Chiapas, Mexico.

Related National Standards:

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus.
- Understands the search for community, stability and peace in an interdependent world.
- Understands influences on economic development around the world.
- Understands instances of political conflict and terrorism in modern society.
- Understands the impact of population pressure, poverty and environmental degradation on the breakdown of state authority in various countries in the 1980s and 1990s.
- Understands causes of economic imbalances and social inequalities among the world's peoples and efforts to close these gaps.

Materials:

Research materials or internet access
"Letter from Marcos" *3-17-95*

Procedure:

1) Begin by reading the poem written by poet Rosario Castellanos, once quite wealthy, who has lived among the poor Mexican Indians of Chiapas:

"I remember, let us all remember, until justice takes its place among us."

2) Ask the students what they think Castellanos means by the word "justice." Is "justice" the same for all people? Why or why not? Make a list on the chalkboard of what people might "see and feel" when they are trying to determine whether "justice" has been achieved in a society. Introduce the topic of Chiapas and the EZLN (Ejercito Zapatista de Liberacion Nacional or Zapatistia National Liberation Army) to the class. Explain that on New Year's Eve, 1993, the Mexican state of Chiapas was thrust upon the international scene as the Zapatista guerrilla army seized control of the colonial city of San Cristobal de las Casas and 5 towns in the surrounding Chiapas highlands. Ask students: how does this conflict affect you? How might it relate to the legacy of the Spanish Conquest?

3) Locate Chiapas on a map of Mexico... pointing out its Mayan roots and its neighbor, Guatemala. Once the breadbasket of the indigenous civilizations, when the Spanish arrived the indigenous peoples were progressively pushed off the Chiapas lands by the expansion of plantations owned by Spanish-speaking Ladinos (people of mixed Spanish and Indian descent). By 1900, the fertile lands of the region were occupied by cattle ranches and sugar, coffee and cotton plantations. The indigenous people of Chiapas were forced to farm the thin, rocky soils found on the steep slopes of the highlands. They lost their lands and have been victims of centuries of fierce racism and discrimination on the part of the dominant Ladino society, which continues to this day.

   In the 1950s the shrinking plots of land in the highlands could no longer support the Indian population and the poorest began to move toward the last frontier, the Lacandon jungle area to the East. These colonists cleared tracts of rainforest land and exposed red clay soils that lose their fertility within one to three crop cycles. Spanish-speaking peasants fleeing poverty in many other areas of Mexico soon joined them. Oil booms and economic improvements have occurred in other parts of Mexico, but the situation in Chiapas remains dire. Thus, the beginning of the EZLN and the "Letter from Marcos", its spokesperson.

4) Ask students to examine the following poverty statistics and research more recent statistics about Chiapas. Compare these statistics about Chiapas with other states in Mexico.

Chiapas Poverty Statistics

	Mexico	Chiapas
Percent urban	71%	40%
Percent rural	29%	60%
Literacy rate	87%	69%
Households with running water	79%	58%
Households with access to electricity	88%	67%

5) Research the EZLN and its demands. Distribute Handout 1: "Letter from Marcos" and discuss

the demands that this anonymous spokesperson for the EZLN has written to the world.

6) Research the most recent national election in Mexico. What effect do you think the recent 2000 election will have on the EZLN and the situation in Chiapas specifically? How do you think Marcos and the EZLN are viewing the 2000 election outcome?

7) Closure: What do you think the policy of the Mexican government should be toward the EZLN and Chiapas? Do you think that the United Nations or the United States should intervene in this area? Why or why not? In conclusion, how do you think this case study in Chiapas relates to the legacy of the Spanish Conquest?

Assessment Recommendations:

Assess the students' understanding of the current problems facing Chiapas today and how they might relate to the Spanish Conquest by asking them to write a short summary explanation.

Extension and/or Adaptation Ideas:

Ask the students to write a letter to their Senator or Congressman explaining what they think the United States or United Nations should do, if anything, about the current situation in Chiapas.

Recommended Online Resources:

http://encarta.msn.com/find/Concise.asp?ti=0ABF4000
http://www.ecosur.mx/altos/
http://www.chiapas2000.org/index1.html
http://www.eco.utexas.edu/Homepages/faculty/Cleaver/chiapas95.html

Handout 1:

"Letter from Marcos"
3/17/1995

There exists on this planet called "Earth" and in the continent called "America" a country whose shape appears to have had a big bite taken out of its east side, and which threw out an arm deep into the Pacific Ocean so that the hurricanes don't blow it from its history. This country is known to both natives and foreigners by the name of Mexico. Its history is a long battle between its desire to be itself and the foreign desires to have it exist under another flag. This country is ours. We, our blood in the voices of our oldest grandparents, we walked this land when it was not yet known by this name.

We were born between blood and gunpowder, between blood and gunpowder we were raised. Every so often the powerful from other lands came to rob us of tomorrow... With flags and different languages the foreigner came to conquer us. He came and went. We continued being Mexicans because we weren't happy with any other name or with walking under any other flag that does not have the eagle devouring a snake, on a white background between red and green.

We, the first inhabitants of these lands, the indigenous, we were left forgotten in a corner, and the rest began to grow and become stronger... Later this part of the country [Chiapas] became a joke because a single country, the country of money, put itself in the middle of all of the flags. And they said, "Globalization," and then we knew that this was what this absurd order was to be called—an order in which money is the only country that is served and borders are erased, not out of brotherhood, but because of the impoverishment that fattens the powerful without nationality...

And we talked and we told them what we wanted and they did not understand very well, and we repeated that we wanted democracy, liberty, and justice, and they made a face like they didn't understand, and they reviewed the points of their macroeconomic plans and... they could not find the words anywhere...

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Lesson Plan 6: Cortes Quincentennial Resolution

Grade Level: 6-10

Overview:

The students will evaluate a fictional resolution for a United Nations Resolution to commemorate the 500th anniversary of Cortes' expedition to the New World.

Objectives:

The students will:

- Evaluate and debate the pros and cons of a proposed worldwide commemoration of the 500th anniversary of the expedition of Hernan Cortes.

- Propose appropriate ways to commemorate the events of the Spanish Conquest of the Americas.

Related National Standards:

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs.)

- Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas.

- Identifies methods the Spanish used to conquer the Aztec and Inca settlements.

- Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750.

- Understands the consequences of European interaction with indigenous populations of the Americas

World History:

- Understands long-term changes and recurring patterns in world history

Life Skills:

- Applies decision-making techniques.

Materials:

Handout 1: Cortes Quincentennial Resolution

Research materials and background information about Cortes and the Aztec Empire

Procedure:

1) After studying the Aztecs, the expedition of Hernan Cortes, and the Conquest, write Karl Marx' famous quote on the chalkboard: The Spanish Conquest "was the greatest event in the history of the world." Ask students to discuss what Karl Marx might have meant by this statement and list on board.

2) Distribute copies of Handout 1: Cortes Quincentennial Resolution to the students.

3) Divide the students into groups of 5-6 to read and discuss the resolution. In groups, ask them to decide if they agree with the resolution or not and list their reasons.

4) Ask the students to amend or rewrite the resolution if they wish, and list reasons for these changes.

5) Have each student group present its support or rejection of the resolution to the entire class. Debate the merits of any amendments or counter-resolutions that the students offer.

6) Draft a final resolution for how the class believes the Quincentennial of Cortes' expedition should be remembered.

7) Develop a list of activities that the students think should take place during the commemoration.

8) Closure: Was Karl Marx right? Was the Spanish Conquest "the greatest event in the history of the world?" Why or why not?

Assessment Recommendations:

Ask the students to compare their student-developed amendments or new resolutions and select the one that they feel has the best quality of ideas and content, organization, word choice, sentence fluency and writing conventions. Ask them to give examples to explain their choice.

Extension and/or Adaptation Ideas:

Select another topic in the Spanish Conquest and ask students to propose other resolutions to debate.

Handout 1: Cortes Quincentennial Resolution

The 500th anniversary of Hernan Cortes' expedition and conquest of the Aztec Empire will take place in the year 2019. As with any worldwide event involving many nations, advance planning is necessary to ensure the most effective way to remember the event which Karl Marx called "the greatest event in the history of the world."

Spain, Mexico, the United States and the other nations of the "Americas" are involved in planning the commemoration. To begin this planning, they are developing a resolution to present to the United Nations General Assembly. With passage of the resolution, they hope that festivities will be planned, including a trip to Mars by solar-powered space caravel, the sale of commemorative coins, the construction of statues of Cortes and Montezuma, the reenactment of Cortes' expedition, and a scholarship program.

Below is the proposed resolution of the Cortes Quincentennial Commission. Discuss the resolution and decide if you agree or disagree with it. Feel free to amend it if you wish or write a new resolution on how you think the 500th anniversary of Cortes' expedition should be remembered. List the reasons why you believe the United Nations should or should not pass it:

> **Whereas:** Hernan Cortes helped to open the door to a New World, and set an example of how courage, faith, and hard work could accomplish many important achievements, and
>
> **Whereas:** Hernan Cortes changed the course of the world forever, continuing to the present day and into the next millennium, and
>
> **Whereas:** There are no statues honoring the legacy of Hernan Cortes or Montezuma II in the New World, and
>
> **Whereas:** Hernan Cortes helped bring important ideas and benefits to the peoples of the Americas, and
>
> **Whereas:** The spirit of the Conquest continues in the significant explorations of outer space, and
>
> **Whereas:** Students of the world should be given the opportunity to celebrate this milestone in history, and discover the important lessons of "the greatest event in the history of the world";

Therefore, be it resolved: That the United Nations sponsor an international commemoration in the years 2019-2021 to honor the achievements of Hernan Cortes and encourage young people who embody his spirit and accomplishments to carry forward his legacy into the next century.

Online Adventure Teaching Ticklers:

Adventure 1: Montezuma and the Aztecs

A. Aztec Life and Times

1) Who Were the Aztecs?

- On a large piece of butcher paper, have students make a classroom map of the Aztec Empire, showing the mountains, valleys, rivers, lakes, and other landforms as well as the location of the major cities and cultural groups.

- Find pictures and descriptions of Tenochtitlan. Develop a model or draw a large visual to show the main buildings, farming areas, pyramids, houses, canals, etc.

2) Religion and Human Sacrifice

- Research the many Aztec gods and goddesses and the myths associated with them. Discuss the legend of Quetzalcoatl. What effect might this legend have on the eventual conquest of the Aztecs by Cortes?

- If possible, invite a guest speaker from Mexico into the classroom to share information about and celebrate the "Day of the Dead" fiesta celebrated in Mexico on November 1st and 2nd. In this fiesta, Mexicans make skull-shaped candies and sugar skeletons to remember and celebrate their loved ones who have died. They bake sweet "dead bread" or "pan de muerto" in the shape of corpses in coffins with the arms crossed over the chest. They also return to their hometowns for special family meals and to visit the graves of loved ones, where they scrub the elaborately carved headstones, paint the letters black, and decorate them with marigold flowers. Festival dances are held, where dancers dress up in costumes as devils (wearing bells), spirits of the dead (with wizard caps and tiny mirrors on their robes), death himself (black-robed and carrying a scythe), and old people who are close to death. In homes, families prepare shrines in memory of loved ones who have died. The shrine can be a photo of the loved one, flowers, skull and skeleton figurines, and food, which is believed to "feed" the dead person for one year.

- Discuss the following quote from Bernal Diaz's book, The Conquest of New Spain, written in the 1560s. "They strike out the wretched Indian's chest with flint knives, and hastily tear out the palpitating heart, which, with the blood, they present to the idols." Discuss: From this quote, what do you think the author's feeling about this Aztec ritual was? How does his choice of words help communicate this point of view?

3) Life in the Aztec World

- Discuss the Aztec "dress code" that was used to distinguish the various social classes. What would be the advantages and disadvantages of having a "dress code" today to tell what level of society you lived in?

- Ask students how they would have liked growing up in an Aztec family? Have them write imaginative stories about "A Day in the Life Of" someone in Aztec society- a noble, warrior, farmer, child, parent, etc.

4) Aztec Calendar: Roadmap of Destiny
   - Compare and contrast different calendars used by different civilizations.

5) Aztec Writing
   - See Lesson Plan for instructions on how to make an Aztec codex.

6) Aztec Counting
   - Ask the students to use the Aztec system for counting and develop story problems for each other to decipher.

7) Let's Play Patolli!
   - The Mystery of Patolli: Since the exact rules of the ancient Aztec game, patolli, are unknown, ask the students to use what they know about the game, and develop their own rules. Print the game board from the web site, make up rules, and try it out. Send us the rules you develop and we'll post them online for others to try out.

<u>B. Montezuma and the Empire</u>

1) Growth of the Aztec Empire
   - Ask students to design outline maps to show the growth of the Aztec Empire over time.

   - Role-play the rules of Aztec warfare and discuss the good and bad points of having such a structured method of warfare:

   a) Aztec rulers had many reasons for warfare. Sometimes a local leader had insulted them, tribute had not been paid, or Aztec traders had been attacked.
   b) The Aztecs did not use surprise attacks. First they sent nobles from Tenochtitlan to the city they planned to attack.
   c) These nobles would ask the city leaders to join the Triple Alliance by paying tribute, trading with the Aztecs, and putting up a statue of their god Huitzilopochtli in their temple. They had 20 days to decide.
   d) Then nobles from Texcoco would come to threaten and warn the city leaders. Again, they had 20 days to decide.

e) Thirdly, nobles from Tlacopan would arrive with gifts of weapons, more threats, and warnings. If the city would not agree within 20 days, then the Aztec ruler would send messengers with gifts of clubs, shields, or feathers. This meant that war had been declared.

f) Through all of these negotiations, the Aztecs had time to gain information and plan how to best attack the city.

g) Warriors from all three cities of the Triple Alliance were then brought together.

h) Priests decided on a lucky day to start the battle.

i) The battles began. Usually the Aztecs won quickly. They took as many prisoners as possible for sacrifice. They destroyed the local temples and decided on the tribute to be paid. They made the local people worship Huitzilopochtli and respect the Aztec emperor. Tribute was paid regularly, or else another battle would occur!

2. The Wonders of Tenochtitlan

- Ask students to develop a model, blueprint, or mural showing the wonders of Tenochtitlan.

3. Montezuma II

- Discuss: How would you have liked to be Montezuma II at the height of his glory? Ask students to write a story with illustrations about your life as an emperor.

4. Omens of Doom

- Discuss the omens of doom that were reported after the Spanish Conquest of the Aztecs. How would students explain these omens? Since all of the omens described in the Aztec Conquest were reported only after the Conquest was over, do the students think that the Aztecs were trying to use omens to make it easier to accept their defeat? Or do the students think that the Spanish made up the omens to try to justify their conquest of the Aztecs?

Adventure 2: The Expedition of Hernan Cortes

A. The Promise of the New World

1. Who Were the Conquistadors?

- Conquistadors v. Astronauts: Ask students to imagine what it would have been like to be a conquistador in the 16th century. What thoughts would have gone through your head as you set sail into an unmapped world, knowing that you might come face to face with wild beasts, dangerous cannibals, or worse? What would you have been hoping to gain as a result of your travels and hardships? How do you think you would have felt when your life as a conquistador was over? Compare this with the possibility of being an astronaut in the 21st century setting off on an expedition to another planet. How would this be

similar to and different from being a conquistador? Would you take the challenge or not? Why?

2. Goals of Conquest
   - Want Ads, We Want You! Ask students to pretend that they are job recruiters or "head-hunters" for the King and Queen of Spain in the 16th century. Write a Job Description for recruiting people to be a conquistador. Include information about the duties of the job, physical requirements (picky eaters, scaredy-cats, and people likely to get seasick or homesick need not apply!), compensation and benefits package, job security, and opportunities for advancement. Then, write a letter to the King of Spain telling why you are interested in applying for the job or not.

   - Conquistadors v. Pioneers: Recall the reasons why the pioneers came to North America in the early days of the United States, or crossed the continent on the Oregon Trail. Discuss how these reasons compare with the goals and reasons of the Spanish Conquistadors.

3. How Did They Get There?
   - Make a quadrant. For instructions on how to make and use a quadrant for navigation, go to http://www.pbs.org/wgbh/nova/teachers/ideas/sammons/packet.html.

4. Voyage to the Unknown
   - Examining Maps: Look at the series of maps to see how the conquistadors' mental maps and actual maps changed over time. Ask students to use different maps to answer the following questions and compare the results:

   a) How many landmasses are there on earth?
   b) How big is the Atlantic Ocean?
   c) Is the New World Japan or another island?
   d) Is North America really Asia and South America a New World?
   e) Is there only a single landmass, with Asia and America connected by a huge land bridge?
   f) Are North and South America connected or separate from each other?
   g) Is the Pacific Ocean narrow or really big? Is anything in it?
   h) Is there a sea passage through to the Pacific Ocean?
   i) Is Japan the same as Yucatan, just next door to Mexico?
   j) Does America have a west coast?

5) Famous Firsts: Expeditions into the New World
   - Ask students to select an expedition from the timeline of Famous Firsts: Expeditions into the New World. Learn more about the expedition and make a poster showing: the map of the world the conquistador was using on his voyage, the map of his route, the new geographical information he gained, and what else he discovered or contributed to knowledge about the New World. Write and tape-record a first-person radio report about what this

conquistador experienced during his expedition. Would you have wanted to participate in this expedition? Why or why not? Did the actual conquistador really matter — for example, if Cortes had not set off on his expedition in 1519, do you think another person would have done it?

B. Cortes the Conquistador

1. Meet Hernan Cortes
   - Assign students to write short biographies of Hernan Cortes and Montezuma II. Compare and contrast the personal characteristics, experience, and mind-sets of the two leaders and of the civilizations they represent. When they eventually meet in February 1519, what do you predict will occur and why? Do you think it was inevitable that Cortes would defeat Montezuma?

   - What about the Maya? Ask students to research the Maya Civilization and prepare reports about the geography, culture, religion, politics, family life, etc. to present to the class. Compare and contrast the Mayas with the Aztecs.

2. La Malinche
   - Divide the class in two to analyze the two faces of Dona Marina, or La Malinche. Debate the questions: Why was La Malinche willing to help Cortes in his mission to conquer the Aztecs? Should La Malinche be honored as the "Mother of Modern Mexico" or should she be criticized as the "Mexican Eve: Betrayer of Ancient Mexico"?

   - Today, in Mexico, "Malinchistas" are considered to be betrayers, who turn away from their own culture and sell out to foreigners, especially to American global culture. Discuss: What are features of American global culture? What is good and bad about it? What might be some examples of "Malinchistas"?

   - Develop a mock trial of La Malinche. For what crimes could she be accused? What might be her defense? After presenting evidence on both sides, poll the classroom "jury". Is she guilty or not?

Adventure 3: The Legacy of the Conquest

A. Two Worlds Meet

1. The Conquest of the Aztecs
   - Make a map to show Cortes' route to get to Tenochtitlan. Analyze other possible routes he might have taken. Discuss: What if Cortes had chosen a different route to get to

Tenochtitlan and had not gained the Tlascalans as allies? How would history be different?

- Alien Encounter! Since this was one of the first times that two different civilizations met who had previously not known anything about each other, we can compare it to what it might be like if we were to meet powerful aliens from another planet. Ask students to imagine what the people of Tenochtitlan were feeling as they saw Cortes' forces enter their city. What do they imagine the Spanish were thinking and feeling as they entered this New World? Write journal entries from either or both of these two points of view to add a personal dimension to the main events in Cortes' meeting and conquest of the Aztecs.

- Mindset: Write imaginative diary entries from the point of view of Montezuma. Consider the following questions: What might Montezuma have been thinking when he met the Spanish? Did he remember the omens of the past few years? Was this the returning god Quetzalcoatl or a potential enemy? What could the reports about the unbelievable Spanish firepower and their battles against his subjects and their partnership with his traditional enemies mean? Should he destroy them immediately or treat them as friends? What would you have done?

- Mindset: Write imaginative diary entries from the point of view of Cortes. Consider: What might Cortes have been thinking when he entered Tenochtitlan? Were they prisoners or guests of Montezuma? Should Cortes be on guard against an attack, the non-delivery of food, the raising of bridges isolating him in the city? Does Cortes need to be ruthless in order to survive or can he trust the Aztecs? What would you have done in his place?

- Prepare a model and use it to reenact and analyze the strategy of Cortes' retreat during "The Night of Tears" and his later return into Tenochtitlan.

2. Aztec and Spanish Weapons and Tactics
   - Compare and contrast the kinds of weapons used by the Spanish and Aztecs during the 1500's. What advantages and disadvantages do you see for each? If you were choosing to arm an expedition or defend your homeland at that time, which weapons would you choose to bring with you and why?

3. Why do YOU Think the Spanish Won?
   - Survey the members of your class to find out which reason they think was most important for the Spanish victory over the Aztecs.
     1. Cortes' knowledge and skills
     2. Montezuma's slow response to the Spanish
     3. Spanish weapons and battle strategy
     4. Power of Christianity over Aztec religion
     5. Montezuma's belief in omens

6. Ability of Cortes to gain allies
7. Role of Dona Marina in selling out the Aztecs
8. Effects of disease
9. Other... please explain

B. The Legacy of the Conquest Today

1. Destruction of a Culture

- Ask students to predict the effects of the Spanish Conquest on the people and lifestyle of the Aztec Empire. Draw political cartoons to express your views.

- Debate the following statement: The Spanish Conquest of the Aztecs was: a holocaust or necessity. Discuss: Did the Aztec culture have to be destroyed after the conquest or could the city of Tenochtitlan, its agricultural patterns and family life, etc. have been preserved? How would the world be different today if the Spanish had only destroyed the Aztec religion and its emphasis on human sacrifice, but allowed the Aztec Empire and Tenochtitlan to remain as they were before 1519?

2. Effects of Disease

- Invite a county health department representative, medical doctor or nurse into the classroom to explain how smallpox, measles, and other diseases are contracted, spread and affect indigenous peoples. What are the short-term and long-term effects of epidemics? How are world health organizations working today to prevent epidemics?

- Analyze the maps showing the routes of the smallpox epidemic in the New World. Compare these routes with the dates of the Spanish voyages of exploration and conquest. Ask students to make generalizations about the relationship of the Spanish Conquest and the spread of disease.

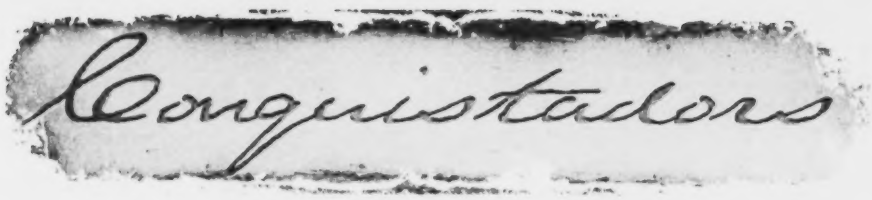
3. Spanish Colonialism and its Effects in Mexico Today

- Invite a speaker from Mexico or a history professor into the classroom to discuss the features of Spanish colonialism, mercantilism, the encomienda system, the repartimiento system, and the role of the Church in the history of Mexico up to the present day. What role has the United States played in Mexican history? How does the Zapatista guerrilla movement relate to the legacy of the Spanish Conquest?

4. The Columbian Exchange

- Examine the lists of products involved in the Columbian Exchange. Ask the students to select one product from each of the lists and research how it is grown, used, and its history and impact on the world. How would your life today be different without these products?

- Genetic engineering of food products has been criticized as a new "conquest" with both



Unit 2: Pizarro and the Incas: The "What Ifs?" of History

INTRODUCTION:

Six Interdisciplinary Lesson Plans dealing with the expedition of Francisco Pizarro and the Conquest of the Incas are included here for use before and during the second week of the Conquistadors Online Learning Adventure. In addition, there follow "Online Adventure Teaching Ticklers"— a variety of ideas for activities and discussion questions to use to extend student understanding about some of the important topics related to the Adventures. They are listed in the same order as the Online Learning Adventure unfolds.

We invite you and your students to create web resources for the Online Learning Adventure. Please forward them to us, so that we can evaluate them and share them with others using a direct link off of our site. Please also feel free to send us your feedback about how you used the lessons and the Online Learning Adventure in your classroom. Thanks in advance!

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Lesson Plans

Lesson Plan 7: Comparing Creation Stories

Grade Level: 6-10

Overview:

This lesson asks students to compare and contrast creation stories from different cultures. Then, imagining that they are inhabitants from one of the other planets in the universe, students will write an imaginative creation story and design a visual showing how their fictitious space civilization interprets the beginning of time.

Objectives:

The students will:

- Compare and contrast creation stories from different cultures.
- Write a creative creation story for a fictitious space civilization.

Related National Standards:

Geography:

- Knows similarities and differences among the world's culture hearths (culture groups' places of origin), why humans settled in those places and why these settlements persist today (e.g., as centers of innovation and cultural, social, economic, and political development that attract people from other places).

- Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or "valuable").

- Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., sense of belonging, attachment, or rootedness; symbolic meaning of places such as Jerusalem as a holy city for Muslims, Christians, and Jews).

- Understands how people's changing perceptions of geographic features have led to changes in human societies (e.g., the effects of religion on world economic development patterns, cultural conflict, social integration, resource use; the effects of technology on human control over nature, such as large-scale agriculture in Ukraine and northern China, strip-mining in Russia, and center-pivot irrigation in the southwestern United States).

- Understands the ways in which physical and human features have influenced the evolution of significant historic events and movements (e.g., the effects of imperialism, colonization, and decolonization on the economic and political developments of the 19th and 20th centuries; the geographical forces responsible for the industrial revolution in England in the late 18th and early 19th centuries; physical and human factors that have led to famines and large-scale refugee movements).

History:

- Understands how values and beliefs in Native American origin stories explain other facets of Native American culture (e.g., migration, settlement, interactions with the environment).

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Gathers and uses information for research purposes.

- Writes fictional narrative compositions (e.g., narrates a sequence of events; evaluates the significance of the incident; provides a specific setting for scenes and incidents; provides supporting descriptive detail [specific names for people, objects, and places; visual details of scenes, objects, and places; descriptions of sounds, smells, specific actions, movements, and gestures; the interior monologue or feelings of the characters]; paces the actions to accommodate time or mood changes).

<u>Materials:</u>

Inca Creation Story
Aztec Creation Story
Creation stories representing Judeo-Christian, Buddhist, Chinese, American Indian, Greek, Roman, Hindu, African, Australian Aborigine, etc. cultures
Art materials to make visuals

Procedure:

1) Begin the lesson by reading the Inca creation story. Compare it to how the Aztecs believed the world was begun and how the Bible explains the story of creation. Discuss why civilizations have creation stories, how they reflect or relate to the geography and culture of the civilization, and have students theorize the effect of a creation story on the development of a civilization.

2) Assign each student to research a creation story from a different civilization and analyze how it relates to the geography, climate, plants and animals of the civilization. Ask them to prepare a written account of creation from this culture and a visual to show how their civilization saw the beginning of time.

3) Share these creation stories and visuals orally. Discuss their similarities and differences, and how they might have been used by the culture to help explain or deal with distinctive geographical features, weather patterns, flora and fauna. Discuss how the creation story might have affected the later development of the civilization.

4) As a culminating project, "transport" your students to fictional planets in the universe and ask them to write an imaginative creation story and create another visual to explain the beginning of time and its relationship to living conditions on this planet. Share these orally with the class.

Assessment Recommendations:

Assess the creation stories and visuals by examining how directly and logically the student's story relates to the geography, climate, plants and animals of the civilization. The stories and visuals should also show quality and depth of the ideas and content, organization, sentence fluency, voice, word choice, and writing conventions, as well as neatness and use of technical and aesthetic elements.

Extension and/or Adaptation Ideas:

Ask the students to develop creation stories and visuals for fictional planets in the universe and share these orally with the class.

Recommended Online Resources:

American Indian and Gaelic Creation stories:
http://www.indians.org/welker/legend.htm

Variety of creation stories and animal legends:
http://www.ozemail.com.au/~reed/global/mythstor.html

Shinto creation stories:
http://www.wsu.edu:8080/~dee/ANCJAPAN/CREAT.HTM

Navaho creation story:
http://www.lapahie.com/Creation.html

Aztec creation story:
http://www.create.org/myth/997myth.htm

Various creation stories:
http://members.aol.com/mmqchome2/mythnotes.htm#babylcreation

Lesson Plan 8: Counting with Quipus!

Grade Level: 5-8

Overview:

Students will create their own Inca quipus and use them for basic mathematical computation.

Objectives:

The students will:

- Make an Inca quipu.
- Demonstrate how to use an Inca quipu for mathematical computation.

Related National Standards:

Mathematics:

- Uses basic and advanced procedures while performing the processes of computation.
- Understands that mathematics has been helpful in practical ways for many centuries.
- Understands that mathematicians often represent real things using abstract ideas like numbers or lines; they then work with these abstractions to learn about the things they represent.

Materials:

Illustration of a quipu
Length of rope
Various colored strings, scissors

Procedure:

1) Show the students the illustration of a quipu, pointing out the various colors of string and the knots that indicate numbers in a decimal system.

2) Distribute one length of rope (about 3 feet long) to each student. Knot each end of the rope. Distribute lengths of different colored strings to each student for them to attach to their main quipu rope, all hanging on the same side of the main rope.

3) To represent a number in the ones column, tie knots at the lowest part of the strings, first making a loop of string and passing one end of the string through the loop. Without pulling the string tight, continue holding the loop and repeat passing the end of the string through the loop until you have made a number up to 9.

4) To record in the tens place, make the knots higher up the string. For the hundreds, make the knots even higher up, etc.

5) Ask the students to make their own quipu to record the number of several things. Have them keep the numbers and the items they are counting secret from other students.

6) Then ask each student to exchange his or her quipu with a partner and have them try to figure out the numbers (count the knots) and what the items are (the color) that the knots are counting.

7) For more advanced students, ask them to figure out a method of how to use a quipu to record the population of their class or school, the ages of the students and staff members, and what color hair they have.

8) Quipus vs. Paper and Pencil Arithmetic vs. Calculators: Ask students to discuss the advantages and disadvantages of each of these three different ways of counting. Some students may be interested in also researching the abacus and other tools used by different civilizations for mathematical purposes.

<u>Assessment Recommendations:</u>

Ask the students to test each other by exchanging quipus with a partner and ask them to try to figure out the numbers and items being depicted on the quipus.

<u>Extension and/or Adaptation Ideas:</u>

To simplify the quipu for students, the teacher may demonstrate how to make one. More advanced students may figure out a method of how to use a quipu to show a more complex concept, like population and ages of people in their school, eye color, and who is buying hot lunch in each classroom. Compare the advantages and disadvantages of the quipu with other counting systems like the abacus.

Lesson Plan 9: One Potato, Two Potato, Inca-Style!

Grade Level: 5-8

Overview:

Students will create a new school day schedule and clock using an Inca system of time measurement- the length of time it takes to boil a potato.

Objectives:

The students will:

- Use an Inca system of time measurement to create a new school schedule and clock.
- Understand the importance of the potato to Inca culture.

Related National Standards:

Mathematics:

- Understands and applies basic and advanced properties of the concepts of measurement.
- Understands the general nature and uses of mathematics.

Materials:

Potato, saucepan, water, fork and stove (plus supervision during boiling)
Clock
Poster-board and felt pens

Procedure:

1) For fun, begin the lesson by playing the old children's game "Hot Potato" or chant the old song, "One Potato, Two Potato, Three Potato, Four…Five Potato, Six Potato, Seven Potato, More." Ask the students to estimate how many times they ate potatoes last week (boiled, baked, french fries, freeze-dried, potato buds, potato chips, potato pancakes, hashbrowns, etc.) and add this up on the chalkboard. Whatever this number is, explain that the Incas probably ate more potatoes than we do!

2) Relate how the potato came to us from the Inca culture, where it was considered one of the most important parts of their culture. The Incas grew more than 200 different kinds of potatoes and had developed the method of freeze-drying potatoes for storage hundreds of years before we ever did this in the U.S. Only after the Spanish Conquest did the potato make its way into European diets, and then after time, into the American diet.

3) Explain that the potato was so important to the Incas that they used the length of time it takes to boil a potato to measure time. The purpose of this lesson is to figure out this Inca measure-

ment and then use it to develop a new daily school schedule and clock.

4) Begin by supervising students as they boil one regular-sized potato and time how long it takes to cook. Prick the potato with a fork to determine when it is done.

5) Discuss with students how this Inca length of time will now take the place of our "60 minute hour". Test students' understanding of this ancient Inca measurement by asking them to figure out how many "potatoes long" our 24 hour day is— and then demonstrate how to compute this.

6) Assign the students to figure out:
   - How long (how many potatoes) is your school day?
   - How long is recess or one school class period?
   - At what time do you have lunch?
   - At what time do you go to bed at night?
   - How long is your school year? (WOW- that's a lot of potatoes!)

7) To conclude, ask the students to develop an Inca-style daily clock and school schedule to post on the bulletin board.

8) For Extra Credit: Ask students how their measurement of time would change if they were boiling their potato at the top of one of the Andes Mountains.

Assessment Recommendations:

Check the accuracy of the students' computations for the questions in the lesson plan.

Extension and/or Adaptation Ideas:

Ask the students to develop other questions related to time and figure them out using their Inca system. Develop an Inca-style daily clock and school schedule to post on the bulletin board. Ask more advanced students to recalculate their time measurements to show how they would change at a higher altitude.

Recommended Online Resources:

History of clocks:

http://www.britannica.com/clockworks/main.html

Lesson Plan 10: Is That Your Final Answer?

Grade Level: 5-10

Overview:

Everyone loves a game! Using a format similar to the game show "Who Wants to Be a Millionaire?" students will play "Is That Your Final Answer?" to test their knowledge of Francisco Pizarro and the Incas.

Objectives:

The students will:

- Research and participate in a game show to demonstrate their understanding of the Spanish Conquest of the Incas.

Related National Standards:

History:

- Knows the features of the major European explorations that took place between the 15th and 17th centuries.
- Understands aspects of the Spanish exploration, conquest and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztec, Inca, and Pueblo.)
- Understands the characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.
- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization.

Geography:

- Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development).
- Understands the nature and complexity of Earth's cultural mosaics.
- Understands that culture and experience influence people's perceptions of places and regions.

Materials:

3 x 5 cards
Prizes... if desired

Procedure:

1) After studying the expedition of Francisco Pizarro and the Inca Empire, assign the students a section of the material studied and ask each to prepare 5 multiple choice questions (with four possible responses and the correct answer indicated) over the material. Submit these on 3 x 5 cards to the teacher for review and editing. (If desired, the teacher might prepare the questions alone ahead of time.)

2) In a take-off of the "Who Wants to Be a Millionaire?" game show, divide students into four teams to compete against each other. Ask each team to create a name to identify itself. The members of each team will work together before the game begins to study the material and coach each other.

3) On game-day, flip a coin to see which team will go first. Then have this team select one person to answer the first question. He or she can choose to answer the question alone or call a "life-line" who is another member from the team to help with an answer. Each teammate can be used as a lifeline only once during the game. Be consistent in asking each student the famous question "Is that your final answer?" before the correct answer is revealed.

4) If a team answers a question correctly, a second student from that team will be asked the next question, and so on until a wrong answer is given. At that time, a student from the next team will be asked a question.

5) Continue moving to the next teams until all the questions are asked, keeping track of the score as you go.

6) For each question answered correctly, the team earns a "prize", which doubles in value with each question. A teacher may award any prize desired: points, objects, or nothing at all. For fun, in order to maintain the concept of the Spanish wanting gold from the Inca Empire, the first correct answer might win "one hundred" gold maravedis, the second correct answer "two hundred", then "four hundred". Or the valued Inca potato might be the prize, with a baked potato party with lots of toppings for all to celebrate the culmination of the game!

Assessment Recommendations:

Teachers may use this lesson plan as a final assessment for the study of Pizarro and the Incas. Students may give their answers to the questions orally or in written form.

Extension and/or Adaptation Ideas:

Teachers may develop the questions by themselves rather than ask the students to develop them. Questions may also be given out to the students for them to study before the game-show day.

Recommended Online Resources:

http://www.theincas.com/

Lesson Plan 11: Group Diary and "What ifs?"

Grade Level: 5-10:

Overview:

The students will work in groups to write a group diary of the conquest of the Incas from May 16, 1532 to the execution of Tupac Amaru, the last Inca on Sept. 24, 1572. Then they will prepare "What if?" questions and discuss how history today might be different if only events had taken place in different ways.

Objectives:

The students will:

- Develop diary entries and visuals for both Spanish and Inca interpretations of events in the Spanish Conquest of the Incas.

- Evaluate alternate courses of history.

Related National Standards:

History:

- Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas.

- Identifies methods the Spanish used to conquer the Aztec and Inca settlements.

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus.

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Writes fictional, biographical, autobiographical, and observational narrative compositions (e.g., narrates a sequence of events; evaluates the significance of the incident; provides a specific setting for scenes and incidents; provides supporting descriptive detail; paces the actions to accommodate time or mood changes).

- Writes compositions that speculate on problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons).

Visual Arts:

- Understands and applies media, techniques, and processes related to the visual arts

Materials:

Timeline of Pizarro's conquest of the Incas
Research materials
Long butcher paper

Procedure:

1) After reviewing or studying the timeline of the Spanish Conquest of the Incas, divide the students into groups of 5-6.

2) Assign each group of students a specific length of time from the conquest timeline. They are to develop two diary entries (one for a member of the Spanish army and one for an Inca person involved in the conquest) about 3-5 of the most significant events and their feelings about these events during this time period.

3) Prepare visuals in the style of the drawings of Huaman Poma to accompany the diary entries.

4) Post the diary entries and visuals in order on a dated piece of butcher paper along a wall in the classroom. Juxtapose the Inca and Spanish diary entries so students can see how the same events in history were interpreted by each of the sides.

5) Then ask each group to prepare two "What If" questions about their events in the timeline and write a composition that speculates on the short-term and long-term consequences for history if only the event had taken place in an alternate way. For example:

- What if Atahuallpa had immediately ambushed Pizarro and his men in Tumbes?
- What if Manco II had not led a revolt against the Spanish?
- What if the Incas had been able to capture a crossbow and learned how to manufacture them?
- What if the Spanish had not pursued the Incas into Vilcabamba, but let them continue their own Inca state?
- What if Manco II had not been murdered?

6) Ask the students in each group to lead a discussion with the whole class about the "What if" questions they developed. Discuss the short-term and long-term possible consequences if this "What if" had occurred.

7) Select your most interesting "What if?" question and post it with your ideas on our Conquistadors Bulletin Board for other students to read and also respond to. If you have a scanner, send us your best diary entry and visual too.

Assessment Recommendations:

Work with students to develop a model of a well-done diary entry and visual for one of the events in the conquest of the Incas. This should include historical accuracy of ideas and content of the diary entry, sentence fluency, word choice, voice, organization, and writing conventions.

Evaluate the "What if?" questions by checking to see the logical relationship of the student's proposed "What if?" question to the short-term and long-term consequences for history.

Extension and/or Adaptation Ideas:

The teacher may propose his or her own "What if" questions rather than ask the students to develop them.

Recommended Online Resources:

http://www.fordham.edu/halsall/mod/1540cieza.html

Lesson Plan 12: Letter to a King

Grade Level: 8-10

Overview:

Students will examine the Spanish colonization of the Incas and compare it with the American colonies before the American Revolution.

Objectives:

The students will:

- Read an excerpt from Huaman Poma's "Letter to a King" and list the problems the Incas experienced after the Spanish Conquest.
- Propose possible remedies for these problems.
- Compare the conditions of the Inca colonization with those of the American colonists before the American Revolution.
- Write an "Inca Declaration" to the King of Spain with their ideas about how the situation Poma describes might be improved.
- Debate the question whether Spain owes anything to the Incas because of the problems they caused during the Spanish Conquest.

Related National Standards:

History:

- Understands the economic characteristics of the early Spanish and Portuguese empires in the Americas (e.g., encomienda system and the evolution of labor systems, the origin and expansion of the African slave trade in the Americas).
- Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas (e.g., the social composition of early settlers of America and their motives for exploration and colonization, connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th century Europe, methods the Spanish used to conquer the Aztec and Inca empires, societies the Spanish explorers encountered in the Aztec and Inca settlements).
- Understands cultural interaction between various societies in the late 15th and 16th centuries (e.g., how the Church helped administer Spanish and Portuguese colonies in the Americas; reasons for the fall of the Inca Empire to Pizarro; how the presence of Spanish conquerors affected the daily lives of Aztec, Maya, and Inca peoples.)

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Writes compositions that speculate on problems/solutions (e.g., identifies and defines a problem in a way appropriate to the intended audience, describes at least one solution, presents logical and well-supported reasons).

Materials:

Handout 1: Letter to a King
Research materials about the Inca Empire and Spanish Conquest
American "Declaration of Independence"

Procedure:

1) After studying Francisco Pizarro and the Conquest of the Incas, ask students to research what happened during the Spanish colonization in the aftermath of the Spanish Conquest and begin to list the problems the Incas experienced.

2) Distribute Handout 1: Huaman Poma's "Letter to a King." As the students read this primary source, ask them to draft a list of abuses the Incas suffered and possible ways that the King of Spain might have been able to correct these in the 1500s.

3) Review the American Declaration of Independence and compare its list of requests for correction with the list the students developed about the Incas.

4) Discuss whether the Inca experience after the Conquest was similar to or different from the treatment of the American colonists before the American Revolution.

5) Ask students to write their own "Inca Declarations" to the King of Spain and share them with each other.

6) What should/could be done today? Describe how sometimes in history attempts have been made to make reparations or "repair" problems that have violated the rights of people (i.e., the return of property or lands taken without due process of law, apologies for committing harms or failing to prevent injustices, etc.)

7) Discuss or debate the question: Does Spain owe the Incas for the damage done to them during the Spanish Conquest?

Assessment Recommendations:

Review the quality and completeness of the "Inca Declarations" that the students develop to see how historically accurate and imaginative they are. Assess the student discussions and debates about how logically and completely they make the case for or against Spanish reparations to the Incas.

Extension and/or Adaptation Ideas:

Work together as a whole class to develop a formal Inca Declaration in the same style as the American Declaration of Independence.

Recommended Online Resources:

Huaman Poma:

http://www.fortunecity.com/millennium/lilac/3/waman.htm

Declaration of Independence:

http://lcweb2.loc.gov/const/declar.html

Bureau of Indian Affairs apology:

http://lcweb2.loc.gov/const/declar.html

Handout 1:

Excerpt from "Letter to a King" By Huaman Poma, 1613

"I, the author of this work, went out into the world among other people just as poor as myself. I wanted to compile a record for the benefit of Your Majesty and also the Indians. Leaving my house in my own town, I have worked for thirty years at this task. My first step was to dress myself in sackcloth so that I would really seem to be a poor man as I looked around at what the world had to show for itself...In consequence I was a witness of the way in which the Indians are robbed of their property and their wives and daughters...

"The Spaniards are pastmasters at robbery and seduction, but they go further and try to make horses or slaves out of our people. When they talk about taxpaying Indians, what they mean is slaves, and in face of such an attitude our people are unable to prosper. They are bearing a burden without any longer having an Inca to defend them. And the only person available to undertake their defense is Your Majesty.

"The fact is that the very people who are paid to cherish the Indians [the priests] are the ones who band themselves together to exploit and deceive them...

"At last I decided to return to... my own home...After the thirty years of my travels I also found my town and my province laid waste and the houses of my people in alien hands. When I came back, I discovered my own kin in a near-naked state, acting as servants to common taxpaying Indians...

"I expected to find the houses and gardens which belonged to me still intact. I had after all been the local chief... My own house and my gardens...had been handed over to Pedro Colla Quispe... They had formed a settled habit of robbing and maltreating those who were at their mercy, and the priests especially were merciless...

"Your Majesty ought to feel pity ... if only because they represent so much lost property and wealth. I have seen the torments of such people and I have also heard a sermon preached by a Theatine Father, in which he said that all the Indians had to die, whether in the mines or at the hands of the Spaniards and their priests. This indicates that the Spaniards wish us ill and really want all of us to perish...

"I heard a dreadful sermon preached by the priest. He told his parishioners he was going to have them all 'killed, skinned and salted down like mangy llamas' and made other similar threats, until I found myself obliged to leave the church to avoid witnessing Indians in such a state of terror...

"I made the acquaintance of three old Indian women. Their persecutor was a priest...He accused these women of practicing as witches, worshipping idols and bowing down before stones. They had done none of these things, but in order to oblige them to confess Doctor Avila had them crowned, ropes tied round their necks and wax candles put in their hands. In this fashion they were made to walk in procession. It was explained to them that, if they confessed, the Visitor would be satisfied and they would be left in peace. But the three women, who were good Christians, protested that they had nothing to do with idols and only worshipped the true God. Thereupon they were tied upon the backs of white llamas and whipped, so that their blood dripped on the fleeces of the animals and dyed them red. At that stage, to avoid further torment, the three women agreed to confess to worshipping idols...

"Finally one of the old women said to me: 'It's true that our ancestors worshipped idols, but that applies to the Spaniards and other peoples as well. Nowadays we're baptized as Christians. But thanks to people like [the priest] we're likely to return to our old forms of worship in the mountains, which have become our only place of refuge. There's nobody to grieve for us any more, except perhaps the Inca...We can look forward to nothing but pain and trouble.'...

"It was to remedy these ills of my country that I had changed myself into a poor man, endured many hardships and given up all that I had in the way of family and property. Among the Indians I was born as a great lord and it was indispensable that someone of my rank should communicate personally with Your Majesty, whose dominions are illuminated in turn by the Sun. Who but I, the author, could dare to write and talk to you, or even approach so high a personage? It was this consideration which made me venture upon my long letter. I have written as your humble vassal in the New World but also as a prince, or auqui as we say in our language, the grandson of our tenth King, Tupac Inca Yupanqui, and the legitimate son of Curi Ocllo Coya, a Queen of Peru."

Online Adventure Teaching Ticklers:

Adventure 1: The Inca Empire

A. Growth of the Inca Empire

1) Geography is Everything

- Have students make a topographical map using clay or salt-dough to show the geographical extremes in the ancient Inca Empire and the present-day political boundaries and names of countries. Discuss: What effect does geography have on the way of life of the people who live there? What adaptations do people make to their environment? What predictions can you make about the kind of people the Incas were 500 years ago? What predictions can you make about how the people of Peru, Ecuador, and the other present-day nations of this part of the world live today?

2) The Inca Gods and Religion

- Discuss: How was Inca sacrifice different from Aztec sacrifice? Which do you like better?

- Discuss: How do you think the Inca belief about continuing to offer food and drink and consulting dead ancestors about important questions might affect the behavior of the descendants and the development of a society? How did Inca mummification practices differ from those practiced in Egypt?

- Have students write a letter home as if they were one of the Spanish conquistadors who had just arrived in the Inca Empire in the year 1532. Ask them to describe what they see and feel about this new civilization.

3) The Inca Empire

- Discuss: How were the Incas able to control such a large and diverse empire? Ask each student to imagine that he/she is the supreme ruler, Sapa Inca, in the year 1500, when his armies were busy conquering new lands and adding them to the empire. Make a list of the things you will do to make sure that your empire remains successful and at peace. How will you get all the different people to obey your laws when they speak 20 different languages? How will you be able to prevent rebellions? How will you be able to continue expanding your empire AND continue to provide for all the needs of the people in the current empire?

4) Ruling the Empire

- Research more about the Sapa Inca and the great Inca Empire. Ask students to write a "Day in the Life of" story about what it must have been like to live as "the Son of the

Sun God." Would you have enjoyed life as a god or not?

- Discuss the concept of "mit'a" or work-tax, where each citizen in the Inca Empire was required to perform work for the community. What do you think about requiring citizens to perform a "work-tax" each year in the United States? What mit'a jobs do you think citizens could do in your community? What would be the advantages and disadvantages of this system?

5) Order in the Empire

- Try it! Using the "Inca Express" system of sending messages along the Inca Roads, try to send a memorized message or shopping list over a long distance using the members of your class like the Incas did. Did your message travel quickly? Was it exactly the same message at the end as it was when it started?

6) Life in the Inca World

- Research coca and the effects of its derivative, cocaine. Discuss: How can coca be considered "good" in the Inca Empire and "bad" in the United States? What is the US government doing to try to prevent cocaine from South America from entering the United States? Locate drug statistics and conclude whether these policies are working or not. What do you think should be done to reduce drug use in the US?

B. The Beginning of the End

1) Timing is Everything

- Ask students to pretend that they are native Incas in the year 1527 when Pizarro's ship was first seen off the coast of the Inca Empire. Ask them to write a short "telegram" of 10 words or less to send via messenger to the Sapa Inca. Then, ask them to pretend that they are the Sapa Inca's advisors at that time. What advice would you have given him about how to respond to your telegram? Why?

- Discuss: How important do you think the timing of the first sighting of the Spanish, the smallpox epidemic, omens of doom, and the Inca civil war might have been in causing the defeat of the Inca Empire?

2) Civil War

- Try to imagine what it must have been like to live in the Inca Empire at the time of a deadly epidemic of an unknown disease and at the time of a raging civil war. Discuss: What effect do you think these will have on the Incas when they meet their next challenge, the Spanish Conquistadors?

3) Disease in the Inca Empire

- Graph Analysis: Ask students to compare the routes of the Spanish voyages of exploration and conquest with the spread of disease in the Americas. Discuss: What generalizations can you make about the relationship of the Spanish Conquest and the spread of disease?

- Graph Analysis: Ask students to examine the graph of the baptisms and burials in Aymaya, Upper Peru. Discuss: What generalizations can you make about contact with the Spanish Christians and the spread of disease?

- Graph Analysis: Ask students to examine the graph of the Aymaya males' age at death from smallpox. Discuss: Why do you think that native Peruvians at different ages had such different rates of death? What effect might these different death rates have on a culture?

Adventure 2: Pizarro and His Mission of Conquest

A. Explorers for Hire: The Business of Conquest

1) Francisco Pizarro

- Ask students to research and write an autobiography of Francisco Pizarro to explain who was this man and what prepared him for his expeditions to find El Dorado and to conquer the Incas.

2) Conquistador Without a Conquest

- Go South, Young Man! Discuss WHY a person like Pizarro might choose to take off on such a hard and dangerous expedition down the south coast of South America to find "Biru." Ask students to choose a well-known tune (for example, Jingle Bells, Yankee Doodle, Row, Row, Row Your Boat) and write a song for Pizarro expressing his reasons why he wanted to lead an expedition of conquest. Then, write a song for the Sapa Inca to sing, expressing his point of view about Pizarro's mission.

- To Go or Not to Go? Ask students to list the reasons for the two possible choices Pizarro's men had: whether to return to Panama or to go on with Pizarro into the Unknown. Under each of the choices, list the reasons for each of the possible decisions. Then ask students to decide what they would have done if they had been one of the conquistadors with Pizarro on the Isla de Galla and explain why.

3) The Glorious Thirteen

- Conquistador Career Planning! Discuss: What personal qualities and job skills do you think the "glorious thirteen" men needed to survive as conquistadors with Pizarro? What jobs today do you think would require similar skills? Ask students to research these jobs and, if possible, interview people holding these positions to find out whether they are in fact at all similar to the job of conquistador in the 1500s.

4) Getting Closer…to Gold!

- Planning Ahead. Discuss: What strategy do you think that Pizarro should use to take advantage of all the clues he is getting about the wealth of the Inca Empire? Ask students to write a TO DO list for Pizarro, listing the steps they think he should take, the supplies he should bring, and the strategies he should use to conquer the Inca Empire and fulfill his goals.

5) The Pizarro Venture-Capitalists

- Guest Speaker: Invite a community business-person into the classroom to explain to students more fully the methods Francisco Pizarro used to finance his expeditions. Compare this with how businesses today use venture capital and other methods to get capital for start-ups or for expansion. Discuss the advantages and disadvantages of these methods for both the business and the community.

6) The Expedition of Conquest

- No Way! Discuss: How could Pizarro have imagined that he could conquer the great Inca Empire with such a small force? Was he smart, stupid, proud, greedy, eager to convert, confident, or what?

- Sound-Bite Timeline: Follow each step of the timeline of Pizarro's conquest and develop "sound-bites" and visuals to post on a timeline in the classroom. Discuss: At what point can the students tell that the Incas will be defeated— or can they?

- Ask students to imagine what might have been going through the conquistadors' minds as they approached Atahualpa and his forces in Cajamarca. Ask them to pretend that they are conquistadors and write a "letter home" to tell their loved ones what they are thinking. Are they still glad to be with Pizarro on this mission? Why or why not?

- Discuss: What might have been going through Atahualpa's mind? Why do the students think he agreed to meet with the Spanish? How would they explain the ease with which the Spanish were able to defeat the Incas? Do the students think anything could have been done to prevent this from happening?

7) Famous Firsts: Expeditions Into the New World

- Select an expedition from the timeline in the conquest of the Americas. Ask students to learn more about the expedition and make a poster showing: the map of the world the conquistador was using to begin his voyage, the map of his route, the new geographical information he gained, and what else he discovered or contributed to knowledge about the New World.

- Ask students to write a first-person story about what this conquistador experienced during his expedition. Would the students have wanted to participate in the expedition they

studied? Why or why not? Do they think the actual conquistador really mattered— for example, if Francisco Pizarro had not set off on his expedition to conquer the Incas in 1532, do they think another person would have done it?

B. The Conquest of the Incas Begins

1) A Decisive Moment in History

- Is All Fair in Love and War? Brainstorm with students the factors that are important in winning a war. (i.e., strength and condition of army, location, beliefs and superstitions, characteristics of ruler and government, allies, technology and weapons, goals, beliefs about the enemy, confidence, health, timing, etc.) Divide the class in half (Inca or Spanish) and ask the students to research the strengths and weaknesses of the Incas and the Spanish and list them for each of the factors on a "scale of justice". To conclude, ask each student to "weigh" the lists and write a conclusion why he/she thinks the Spanish were able to conquer the Incas so quickly.

2) The Ransom and Betrayal of Atahualpa

- Analyze the poem, "Lament for Atahualpa" which was written almost 500 years ago. Ask students to discuss the ransom and betrayal of Atahualpa and then write their own free-form poem or song expressing their feelings about this event.

After seizing our father Inca
After deceiving him
They put him to death.
He with the heart of a puma
The cleverness of a fox
They killed him
Like a llama
Hail fell
Lightning struck
The sun sank
Night fell.

3) The Puppet Inca, Manco II

- Ask students to write a newspaper headline and lead article discussing the arrival in Spain of the news of the conquest and the first ship of gold from Peru. Is the conquest of the Incas a victory or a defeat? Is Pizarro the hero or villain of your article? Is Atahualpa a victim or a martyr? What do you think the conquest of the Incas will mean for the future of Spain?

4) The Great Inca Revolt

- Discuss: What if ...Manco II had been able to continue his Inca state into the 21st century? What if...Tahuantinsuyu was even now represented in the United Nations? Ask students to write an imaginative "State of the Union" report on what Tahuantinsuyu might be like today. Would they care to live there or not? Why or why not?

5) Vilcabamba and Inca Resistance
   - Discuss: How do you define "conquer"? Do you think the Spanish really were able to conquer the Incas? Why or why not?

6) Inca and Spanish Weapons and Tactics
   - Compare and contrast the kinds of weapons used by the Spanish and the Incas during the 1500s. What advantages and disadvantages do you see for each? Manco II was able to capture horses and Spanish weapons and learn how to produce gunpowder. If he had been able to outfit his entire Inca army with Spanish weapons, do you think he might have been successful or not in fighting off the Spanish eventually?

Adventure 3: The Legacy of the Conquest

A. End of an Empire

1) Conquest, Colonization, Change
   - Research life in Peru, Ecuador, and Bolivia today. What remnants of Inca culture and Spanish colonization remain today?

2) The Conquest Through Quechua Song and Poetry
   - Go to http://www2.best.com/~gibbons/songs.html or http://www2.best.com/~gibbons/poems.html to listen to the lyrics of songs and poetry written in the Quechua language. Ask students to analyze the lyrics in Handouts 1 and 2 and discuss what they say about the legacy of the Spanish Conquest.

Handout 1
Intiq Churin (Children of the *Sun*)

(Quechua Version)

Ñoqan kani Intiq Churin, taytallaysi kachamuwan
Ñoqan kani Intiq wawan, taytallaysi kamachiwan
Ah ah ah
Taytallaysi kachamuwan, runaykunata maskamuy nispa
Ah ah ah
Taytallaysi kamachiwan, runasimita yachachiy nispa

Inka wawa ñoqa hina, may llaqtapin waqashanki
Intiq churin ñoqa hina, waqyayniyta uyariway
Ah ah ah
waqyayniyta uyarispa, taytanchiqwan kutirimuy
Ah ah ah
waqyayniyta uyarispa, aylunchiqwan kutirimuy

Taytallaysi kachamuwan, runaykunata yachachiy nispa
Ama suwa, ama qella, ama llulla, ama map'a
Ah ah ah
Ama suwa, ama qella, allin kausaypi tiyananchiqpaq
Ah ah ah
Ama llulla, ama map'a, mana chinkakunanchiqpaq

Inka runa mana piniyoq, makillayta hap'iykuway
Inka wawa mana mayniyoq, kayman hamuy kay ñoqawan
Ah ah ah
Makillayta hap'iqtiyki, taytanchisman pusasqayki
Ah ah ah
Kay ñoqawan hamuqtiyki, runa simita yachachisqayki.

Wañuylla, wañuy wañucha, amaraq aparuwaychu
Karuraqmi puririnay, runaykunatan maskani
Karuraqmi puririnay, runa simitan yachachini.

Intiq Churin (Children of the Sun)
(English Version)

I am a son of the Sun, going to those of my race.

I'm one of the children of the Sun, going to my people
I'm a child of the sun, coming for a purpose.

I've come to find and gather the people of the Inca nation.
My purpose is to teach our values, and our Quechua language.

Inca child, like myself, in what country are you crying?
Child of the Sun, like myself, listen to my cry
If you listen to my calling, come back to our homeland and culture.
If you listen to my calling, come back with our people and remake our nation.

I want to teach my people our traditions:
Don't steal, don't be lazy, don't lie, and don't be dirty.
Neither steal, nor be lazy, so that we may live well.
Be truthful and clean, so we won't be lost.

Inca people, you are alone in this world, hold my hand.
Inca child, you are not part of this world, come home with me.
If you come and hold my hand, I'll take you to our homeland.
If you come with me, I'll teach you our Inca language.

Death o death, do not take me away yet,
I still have a long way to go, I'm searching for my people.
I still have a long way to go, teaching the Inca way.

Intiq Churin (Los Hijos del Sol)

(Versión en Castellano)

Soy un hijo del Sol, que voy en busca de mi raza.
Soy uno de los hijos del Sol, que voy hácia mi gente.
Yo soy el hijo del Sol, que he venido por una razón

He venido en busca de mi gente de la nación Inca.
Mi propósito es enseñar nuestros valores, y nuestro idioma Quechua.
Niño Inca, como yo, en qué pueblo estás llorando?
Hijo del Sol, como yo, escucha a ésta mi llamada.

Si escuchas a ésta mi llamada, regresa a nuestra tierra y nuestra cultura.
Si escuchas a ésta mi llamada, regresa con nuestra gente y rehagamos nuestra nación.

He venido para enseñar a la gente nuestras tradiciones:
No robar, no ser flojo, no mentir, y no ser sucio.

No robar ni ser flojo, para que de esa manera vivamos bien.
Ser honesto y limpio, de ese modo no andemos perdidos.

Gente Inca, que te encuentras sólo en éste mundo, tómame la mano.
Niño Inca, que no formas parte de éste mundo, ven conmigo a casa.
Si tú vienes y me tomas la mano, te llevaré a nuestra tierra, con lo nuestro.
Si tú vienes conmigo, te enseñaré nuestro idioma Inca.

Muerte o muerte, todavía no me lleves.
Aún tengo mucho que caminar, ando buscando mi gente.
Aún tengo mucho por recorrer, enseñando el idioma Quechua.

Handout 2:

Kechua poem from: http://www2.best.com/~gibbons/poems.html

P A C H A K U T E Q

(Quechua version)

¡Pachakuteq Taytallay! ¡Kamacheqniy Inkallay!
Maypin kashan munaykiki? Maypitaqmi khuyayniki?

Mark'aykita mast'arispan Tawantinsuyuta wiñachirganki,
auqa sonqo runakunataq llaqtanchiqta ñak'arichinku.

Qolla suyoq yawar weqen Inkakunaq unanchasqan,
qantapunin waqharimuyku Perú Suyu nak'ariqtin.

Maypin kashanki Pachakuteq? Maypin llanp'u sonqo kausayniki?
waqmantapas sayarimuy llaqtanchis Suyo qespirinanpaq.

P A C H A K U T E Q

(English version)

Father of our nation! Creator of the Incas!
Where is your love? Where is your compassion?

You extended your arms, and made our nation grow into an empire.
But now, cruel men make our people suffer.

Tears of blood now flow in the venerated land of the Incas.
We call upon you, because our people are suffering.

Where are you Pachakuteq? Where is your noble heart?
If you were alive today, our nation would prosper.

P A C H A K U T E Q
(Versión en Castellano)

¡Padre mío Pachakuteq! ¡Mi Inka creador!
¿Dónde está tu querer? ¡Dónde está tu compasión?

58

Extendiendo tus brazos hiciste crecer el Tawantinsuyo;
mas, los hombres crueles hacen padecer a nuestra nación.

Lágrimas de sangre del Qolla Suyu venerado por los Inkas;
a tí te invocamos cuando sufre nuestra tierra.

¿Dónde estás Pachakuteq? ¿Dónde está tu corazón noble?
Si es posible resucita para que nuestra tierra progrese.

Author: Octavio Díaz Mendoza. Translated by Ada Gibbons

B. The Legacy of the Conquest Today

1) Tupac Amaru II

- Find out more about Tupac Amaru II, who led a revolt against Spanish abuses that developed into a revolution in 1780-1782. Develop a timeline to show major events in the history of Peru, Ecuador, and Bolivia up to the present time. Ask students to identify ways the Spanish Conquest affected the later history of these countries.

2) Peru Today

- Invite a guest speaker from Peru, Ecuador, or Bolivia into your classroom so students can learn personally about these countries today. What role has the United States played in the history of these countries?

3) Today's "Discoveries"

- Ask students to research recent archaeological work in Peru, Ecuador, and Bolivia today: Machu Picchu, Vilcabamba, Urubamba Valley, El Brujo, Nazca Lines, Puncuyoc, Samapaita, San Pedro de Atacama, Cuenca, the work of Hiram Bingham who discovered Machu Picchu in 1911, etc. Invite an archaeologist or archaeology professor into your classroom to find out more about this profession. What is working as an archaeologist like? What technology is available today to help archaeologists and historians piece together the clues about the past? What limits, if any, do you think should be placed on the work of archaeologists? In conclusion, who owns the past?

Unit 3: Orellana and the Amazon: Human and Environmental Issues

INTRODUCTION:

Seven Interdisciplinary Lesson Plans dealing with Francisco de Orellana and his expedition down the Amazon River are included here for use before or during the third week of the Conquistadors Online Learning Adventure. In addition, there follow **"Online Adventure Teaching Ticklers"** — a variety of ideas for activities and discussion questions to use to extend student understanding about some of the important topics related to the Adventures. They are listed in the same order as the Online Learning Adventure unfolds.

We invite you and your students to create web resources for the Online Learning Adventure. Please forward them to us, so that we can evaluate them and share them with others using a direct link off of our site. Please also feel free to send us your feedback about how you used the lessons and the Online Learning Adventure in your classroom. Thanks in advance!

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Lesson Plan 13: YOU ARE THERE: AMAZONIA!

Grade Level: 5-12

Overview:

Using a television news documentary approach, students will develop feature stories about Amazonia to present to other classrooms or on the Web.

Objectives:

The students will:

- Explain basic history, geography and geology, flora and fauna, weather, and human life in Amazonia.
- Conduct research in groups on one of these topics and develop a "news documentary" report in a "You are There" style with visuals or web resources to share this information.
- Present their group's report to another classroom, community group, or as a web resource.

Related National Standards:

Geography:

- Understands the nature and complexity of Earth's cultural mosaics.
- Understands that culture and experience influence people's perceptions of places and regions.
- Understands the characteristics of ecosystems on Earth's surface.

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.
- Gathers and uses information for research purposes.
- Writes expository compositions (e.g., synthesizes and organizes information from first- and second-hand sources, including books, magazines, computer data banks, and the community; uses a variety of techniques to develop the main idea).
- Demonstrates competence in speaking and listening as tools for learning.

Science:

- Understands how species depend on one another and on the environment for survival.

Materials:

Research materials about Amazonia.
Art materials or web-page development tools.

Procedure:

1) Begin the lesson by asking students individually to write down as quickly as possible FIVE FACTS that they know about Amazonia. Put the following six headings on the chalkboard and ask students to share their facts under the correct topics: history, geography and geology, flora, fauna, weather, and human life. This will help determine students' prior knowledge about Amazonia. Reassure students who are unable to offer five facts, that they will get a chance to learn about this fascinating region of the world!

2) Divide the class into groups to research the six major topics about Amazonia. Determine whether the students will be presenting oral reports with visuals or developing web resources.

3) Share examples with the students about what a "You are There" style of documentary report is like so that they can write their commentaries and prepare their visuals in this style.

4) It possible, arrange for the students to present their reports to another classroom or community group (parents, retirement center, etc.) If they develop a web resource, please send it to us so we can link to it off of our main page.

Assessment Recommendations:

Allow students to look at a model of the kind of report or web resource they are to produce and develop a project scoring guide. These can be as simple or as complex as the teacher desires. Some criteria to use: completeness and accuracy of ideas and content, organization of information, expressing ideas in an engaging voice, selection of functional and descriptive words, sentence fluency, knowledge of spelling, grammar, punctuation, capitalization, word usage, paragraphing, and citing sources.

Extension and/or Adaptation Ideas:

Present the student reports to another classroom or community group or develop into a web resource.

Recommended Online Resources:

Children of the Amazon:
http://www.ccph.com/cota/
http://www.ccph.com/ares/site/index.html

Amazon life:

http://library.thinkquest.org/20248/inicio.html

Journey to Amazonia:

http://www.pbs.org/journeyintoamazonia/

Lesson Plan 14: Geography is Everything

Grade Level: 5-10

Overview:

Maps and basic geography are an important foundation for understanding the expeditions of the conquistadors, Gonzalo Pizarro and Francisco de Orellana. Students will make their own maps of the Amazon River Valley and South America and use them to better understand the geographical challenges that these conquistadors faced. They will also demonstrate their knowledge of the impact of geography on historical events.

Objectives:

The students will:

- Make a map to show basic geographical information about South America and the Amazon River valley.
- Use their maps to trace the expeditions of Gonzalo Pizarro and Francisco de Orellana.
- Write a descriptive composition describing how the challenges of geography affected one of the adventures of Francisco de Orellana.

Related National Standards:

Geography:

- Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.
- Knows the location of places, geographic features, and patterns of the environment.
- Understands the characteristics and uses of spatial organization of Earth's surface.
- Knows the characteristics of a variety of regions (landform, climate, vegetation, shopping, housing, manufacturing, religion, language).

Historical Understanding:

- Uses historical maps to understand the relationship between historical events and geography

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process
- Writes descriptive compositions (e.g., uses concrete details to provide a perspective on the subject being described; uses supporting detail)

Materials:

Poster board, colored pencils, rulers
Atlases, maps, globes

Procedure:

1) Before studying the expedition of conquistador Francisco de Orellana, review basic map terminology, map skills, and geographical information about South America.

2) Ask students to look at atlases and maps of South America. Assess their understanding by asking questions like: In which direction would you be traveling if you were going down-river on the Amazon River? In which direction would you be going if you were traveling from Quito to Lima? What two oceans surround South America? Approximately how long, north to south, is the continent of South America? Which South American country borders Panama? Ask students to develop other questions of this sort and use these to further develop their map skills, reinforcing the correct answers and demonstrating how to figure out the correct answers if students need extra help.

3) Write the following phrase, "Geography is Everything," on the chalkboard and ask students to list specific examples of what they think it means in terms of their own lives. Hypothesize what it might mean in terms of the conquistadors they will be studying.

4) Ask students to draw or trace an outline map of South America. On the map, indicate the following: compass rose, map scale, prime meridian and other lines of longitude, equator and lines of latitude, Pacific Ocean, Atlantic Ocean, Caribbean Sea, Line of Tordesillas, Amazon River, Maranon River, Napo River, Rio Negro, Rio Maranon, Branco River, Omagua River, Marajo Island, Guayaquil, Belem, Manaus, Quito, Bogota, Lima, Cuzco, La Paz, Andes Mountains, Trinidad, Cubagua Island, political boundaries and labels of all countries of South America, and shade in the drainage basin for the Amazon River.

5) As students learn about the expeditions of Gonzalo Pizarro and Francisco de Orellana, have them mark these routes on their maps and add labels to mark important dates and events along these routes.

6) Conclude the lesson by asking students to synthesize their knowledge of the impact of geography on the expedition of Francisco de Orellana by writing a descriptive composition about one of his adventures and how geography played a part in it. Share these compositions with the whole class.

Assessment Recommendations:

Assess the student maps by verifying that the information and labels are complete and accurately located.

Assess the student paragraphs about the impact of geography on the expedition of Francisco de Orellana and look for specific examples of how the difficulties of the terrain posed problems for Orellana.

Extension and/or Adaptation Ideas:

Students may work in teams to make their maps, or a class map could be made with the teacher guiding the students step by step through the process. A topographical map may be made from clay and painted to show the features of South America and the routes of the conquistadors.

Recommended Online Resources:

Map of South America:

http://www.lib.utexas.edu/Libs/PCL/Map_collection/americas/SouthAmerica_ref802636_1999.jpg

Map of Brazil:

http://www.lib.utexas.edu/Libs/PCL/Map_collection/americas/Brazil.jpg

Map of Brazil:

http://www.mat.unb.br/brasilia/index.html

Gonzalo Pizarro:

http://www.britannica.com/seo/g/gonzalo-pizarro/

Lesson Plan 15: Orellana's Dilemma

Grade Level: 5-10

Overview:

One of the most controversial dilemmas in the history of the conquistadors was that of Francisco de Orellana and his men: whether to return to Gonzalo Pizarro or continue down the Amazon River. This decision had extremely important long-term consequences for Orellana. The students will investigate the reasons for both choices in this dilemma, make their own decisions about what they think Orellana and his soldiers should have done, and evaluate the likely effects of this decision on history.

Objectives:

The students will:

- Investigate the reasons on both sides of Francisco de Orellana's dilemma about whether to return to Gonzalo Pizarro or go on down the Amazon River.
- Make and defend their decision about Orellana's dilemma.
- Analyze the effects specific decisions had on history.

Related National Standards:

History:

- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus

Thinking and Reasoning:

- Applies decision-making techniques
- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected

Materials:

Handout 1: Orellana's Dilemma

Procedure:

1) Use the timeline to review the expedition of Francisco de Orellana, focusing on Orellana's offer to separate from Gonzalo Pizarro's starving, suffering men and go ahead to scout for food, with

the promise to return to Gonzalo within 12 days. End this review at the point where Orellana's contingent reaches Imara, approximately January 4, 1542.

2) Distribute Handout 1: Orellana's Dilemma. Ask students to state in their own words the dilemma that Orellana and his men faced: whether to return to Gonzalo or to go on ahead down the river.

3) Ask students to work in groups to list the reasons for choosing each alternative course of action and the likely consequences of each.

4) Ask the students to each make a personal decision and write several paragraphs explaining which course of action they think Orellana and his men should have taken and why.

5) Poll the class and tally the students' choices. Discuss the different explanations the students used to justify their choices and have the students vote on which reasons they felt were the strongest ones.

6) Discuss with the students how history might have been different if Orellana and his men had decided to return to Gonzalo Pizarro in 1542.

7) In conclusion, ask students to answer the question: Because of the decision made in Orellana's Dilemma, should he be considered a traitor or a hero?

Assessment Recommendations:

Review the students' lists of consequences for each of the possible courses of action for completeness and logic. Assess the answer to the conclusion question by evaluating how well the students use ideas, details and examples to explain their reasoning.

Extension and/or Adaptation Ideas:

Ask the students to find other dilemma decision points for Cortes, Pizarro and Cabeza de Vaca, whether they should be considered heroes or traitors. Ask them to pose these dilemmas to each other and use the same procedure for creating alternative courses of action, consequences of these alternatives, and a final decision and explanation.

Recommended Online Resources:

See Timelines in Online Learning Adventure.

Handout 1: Orellana's Dilemma

Instructions: Under each side of the sword, list the reasons for each possible decision in Orellana's Dilemma. Then decide for yourself which decision you think Francisco de Orellana and his men should have taken and explain why.

To Return to Gonzalo Pizarro

To Go On Down River

What do you think Orellana and his men should do? Please explain why.

Lesson Plan 16: El Dorado or Bust!

Grade Level: 5-8

Overview:

What was it about El Dorado and La Canela that drove the Spanish conquistadors to such extremes to try to find them? How do these goals compare to the goals that motivated the early pioneers to cross the Atlantic Ocean to North America or to travel across the continent on the Oregon Trail? In this lesson, students will compare and contrast the goals and events of the Spanish Conquest with other historical migrations.

Objectives:

The students will:

- Develop a chart that compares the Spanish Conquest with other historical migrations.
- Explain the differences between the Spanish Conquest, the colonization and settlement of the American colonies, and the westward movement on the Oregon Trail.

Related National Standards:

History:

- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization.
- Understands how motives differed among English colonizers and between the English and the Spanish, French, and Dutch colonizers.
- Understands cultural interaction between various societies in the late 15th and 16th centuries (e.g., how the Church helped administer Spanish and Portuguese colonies in the Americas; reasons for the fall of the Inca Empire to Pizarro; how the Portuguese dominated seaborne trade in the Indian Ocean basin in the 16th century; the relations between pilgrims and indigenous populations in North and South America, and the role different religious sects played in these relations; how the presence of Spanish conquerors affected the daily lives of Aztec, Maya, and Inca peoples).
- Understands the migration and settlement patterns of peoples in the Americas.
- Knows the features of the major European explorations that took place between the 15th and 17th centuries (e.g., the routes and motives of Spanish, French, Dutch, and English explorers; the goals and achievements of major expeditions; problems encountered on the high seas; fears and superstitions of the times; what sailors expected to find when they reached their destinations).

- Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean.

- Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- Understands elements of early western migration (e.g., the lure of the West and the reality of life on the frontier; motivations of various settlers; Mormon contributions to the settlement of the West; differences in the settlement of California and Oregon in the late 1840s and 1850s; routes taken by settlers of the Western U.S.; interactions between settlers and Native Americans and Mexicans in the western territories).

- Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations.

- Understands the relationships between resources and exploration, colonization, and settlement of different regions of the world (e.g., the development of mercantilism and imperialism and the consequent settlement of Latin America and other regions of the world by the Spanish and Portuguese; the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians).

Geography:

- Understands the nature, distribution and migration of human populations on Earth's surface.

- Knows the causes and effects of human migration (e.g., European colonists and African slaves to America, movement of people from drought areas in Africa, movement of people from East Asia to North America, effects of physical geography on national and international migration, cultural factors).

Materials:

Poster board and art materials
Research materials

Procedure:

1) Begin the lesson by asking students to raise their hands if they have ever moved. Tally these responses and then ask students who have moved to list the reasons why they moved. List these on the chalkboard. (These may range from better economic opportunities, religious opportunities, need to escape persecution, desire to be nearer family members, etc.) Depending on the

class make-up, the teacher may need to modify the lesson and ask students if their parents or grandparents have ever moved.

2) Discuss the concepts of "migration" and "colonization" and review briefly with students the reasons why early colonists came to the American colonies.

3) Ask students to develop a chart comparing and contrasting the reasons why colonists migrated to the American colonies, why pioneers migrated west on the Oregon Trail, and the reasons for the Spanish migration and conquest in the New World. For each of these three migrations the students are to find out:
   a) the reasons why the migration occurred.
   b) where and when the migration occurred (including a visual).
   d) who participated in the migration.
   e) what indigenous peoples were there and the interactions that occurred during the migration period.
   f) the methods used during the migration and settlement period.
   g) the effects of the migration and major historical events that followed the migration.

4) Ask students to compare and contrast these three major migrations and conclude by choosing which migration they would have wanted to be part of, if any, and why.

Assessment Recommendations:

Assess the charts to see how completely the students were able to fill in the information asked for in each column.

Use a true-false test covering the three major migrations the students analyzed to check student comprehension.

Assess the students' conclusions about which migration they would have wanted to be a part of for their ideas and content, organization of ideas, sentence fluency, word choice, voice, and writing conventions.

Extension and/or Adaptation Ideas:

Divide the students into 3 groups to prepare the 3 columns of the chart. Ask them to conclude by writing and role-playing a 3-5 minute television advertisement "selling" the best features of the migration they studied.

Recommended Online Resources:

Oregon Trail:

http://www.pbs.org/opb/oregontrail/

Lesson Plan 17: The Truth, The Whole Truth, and Nothing But The Truth

Grade Level: 5-12

Overview:

The class will work together to develop a resource book explaining "the truth, the whole truth, and nothing but the truth" about Francisco de Orellana's expedition down the Amazon.

Objectives:

The students will:

- Work in a team atmosphere similar to a publishing company to create a book that explains Francisco de Orellana's expedition down the Amazon River.

Related National Standards:

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America).

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Writes narrative accounts (e.g., engages the reader by establishing a context and otherwise developing reader interest; establishes a situation, plot, point of view, setting, and conflict; creates an organizational structure that balances and unifies all narrative aspects of the story; uses sensory details and concrete language to develop plot and character; uses a range of strategies such as dialogue and tension or suspense).

- Gathers and uses information for research purposes.

Life Skills/Working with Others:

- Contributes to the overall effort of a group.

Materials:

Research materials
Word processor, publishing software, copy machine, if possible
Art materials

Procedure:

1) After studying the life and adventures of Francisco de Orellana, ask students whether they agree

or disagree with the statement made by Fernandez de Oviedo that the expedition of Francisco de Orellana was "something more than a shipwreck, more a miraculous event." List the reasons for their answers on the chalkboard as a way of developing enthusiasm for sharing Orellana's adventures with others.

2) Explain to the students that very few books have been written about the expedition of Francisco de Orellana. The purpose of this lesson is to develop a class book to tell "the whole truth" about this important and "miraculous" expedition.

3) Group the students into the following teams to work on this resource book:

- **Management Board:** This group of students will work out the production details of the book, including content topics, sequence, layout, and design.
- **Researchers:** This group will find information about the topics and share these with the appropriate writing team.
- **Writing Teams:** For each content topic, these writers will take the information and turn it into prose according to the guidelines developed by the Management Board.
- **Copy Editors:** This group will edit the writers' work and make final decisions about style and content.
- **Art Team:** These students will develop illustrations, maps, cartoons, and other graphics or find photographs to go with the content.
- **Advertising Department:** This group will design advertisements for products related to Amazonia or to Orellana's expedition.
- **Printers:** These students will prepare the final copy, add art, and prepare the layout of pages. A software program like Microsoft Publishing House or parent-helpers may be used for this.
- **Book Binders:** These students will take the final pages and bind them into a final product. They will also design and produce an appropriate cover.

4) Conclude the book writing process by hosting a culminating presentation and autograph-signing party for the public or students in other classrooms.

5) Encourage the audience to interview the authors about the content of the book and the process they used to put it together.

6) Honor the students' hard work by placing an autographed copy in the school or community library.

Assessment Recommendations:

For each of the teams working on the resource book, ask them to develop a team list of To Dos and specific criteria for evaluating how well each of their teams functions during the project. At the end of the project, ask each team member to assess his or her individual performance, as well as the performance of each of the other team members.

Extension and/or Adaptation Ideas:

Parent volunteers and older students can be a wonderful help for each of the teams.

Invite a magazine or newspaper editor to the classroom to discuss the process of publishing and share problem-solving and other potential problems in the process.

Lesson Plan 18: The Legacy of the Conquest: Film Study

Grade Level: 9-12

Overview:

Films can be a powerful catalyst for understanding some of the major issues presented by the Spanish Conquest. In this lesson, students will write film reviews of several films dealing with the legacy of the Spanish Conquest in South America.

Objectives:

The students will:

- Write film reviews of films dealing with the legacy of the Spanish Conquest in South America.

Related National Standards:

The Arts/ Theatre:

- Understands how informal and formal theatre, film, television, and electronic media productions create and communicate meaning.

- Knows how social meanings (aural, oral, and visual symbols with personal and/or social significance) communicated in informal productions, formal productions, and personal performances of different cultures and historical periods can relate to current personal, national, and international issues.

- Articulates and justifies personal aesthetic criteria for critiquing dramatic texts and events that compare perceived artistic intent with the final aesthetic achievement.

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America).

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects (e.g., articulates a position through a thesis statement; anticipates and addresses counter-arguments; backs up assertions using specific rhetorical devices [appeals to logic, appeals to emotion, uses personal anecdotes]; develops

arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and- effect reasoning, comparison-contrast reasoning).

Materials:

Suggested videotapes:

- "The Mission"—1986, color, 125 minutes, 7 Academy Award Nominations, about a man of the sword and a man of the cloth, both Jesuit missionaries, who defy the colonial forces of mighty Spain and Portugal to save an Indian tribe in mid-18th Century South America from slavery.

- "Aguirre, the Wrath of God"— 1972, color, 94 minutes, the magnificent story of a Spanish conquistador who is obsessed with the idea of conquering the South American continent, and locating the fabled city of El Dorado.

- "The Burning Season- the Chico Mendes Story"—1994, color, 123 minutes, acclaimed cable-TV feature dramatizes the story of Chico Mendes, the South American peasant who sacrificed his life in defense of the Amazon rain forests.

- "The Decade of Destruction"—4 video programs on 5 cassettes, 55 minutes per cassette, Grades 9-Adult, produced by Adrian Cowell, which aired on PBS' Frontline about the destruction of the Amazon Rain Forest. Titles are: "In the Ashes of the Forest"- 2 cassettes, "Killing for Land", "Mountains of Gold", and "The Killing of Chico Mendes."

Current movie reviews.

Popcorn!

Procedure:

1) Begin the lesson by asking students to name a recent movie or video they have seen. Read the film review (from the local newspaper) of this movie and ask students if they agree or disagree with how the reviewer evaluated the movie they saw.

2) Analyze the film review and write down the main points that the reviewer included. This would include: title of movie, main characters and movie stars playing the parts, synopsis of the movie, hopefully without revealing the ending, reviewer's personal evaluation of the plot, historical accuracy, and message of the film, and reviewer's personal recommendations of how the movie might have been improved.

3) Select 1 or more of the suggested films to view in class or assign for students to view on their own. Ask the students to write a personal film review to include the above main points.

4) Organize the students into groups to discuss the films and share their film reviews with each

other. They may need to conduct research to determine the historical accuracy of the film. Ask each group to share with the entire class their conclusion about the film and whether they recommend it to others or not.

Assessment Recommendations:

Assess the film reviews by evaluating the students' ideas and content, historical accuracy, word choice, sentence fluency, writing conventions, and logical organization.

Extension and/or Adaptation Ideas:

Select only one of the films to view in class and discuss the plot of the film as it unfolds. At the end, assign different groups of students to work together to develop different parts of the film review.

Lesson Plan 19: Indigenous People in the Modern World

Grade Level: 9-12

Overview:

In order to compare the claimed rights of indigenous people in Amazonia with those in other parts of the world, the students will look at an example of a similar contemporary issue that is occurring right now in the United States. They will debate the pros and cons of the Makah Indian people of Washington State being allowed to practice their traditional whale-hunting and develop generalizations about the rights of indigenous people in the modern world.

Objectives:

The students will:

- Read a news article and develop reasons on both sides of an issue.
- Compare the rights of indigenous people in the United States with those in other parts of the world.
- Develop generalizations about the rights of indigenous people in the modern world.

Related Content Standards:

Language Arts:

- Demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- Applies reading skills and strategies to a variety of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, catalogs, job-related materials, schedules, speeches, memoranda).

History:

- Understands economic, social, and cultural developments in the contemporary United States.

Geography:

- Understands global development and environmental issues.

Civics:

- Understands issues regarding personal, political, and economic rights.

Materials:

Handout 1: Makah Indians Celebrate Whale Hunt
Research materials

Procedure:

1) Ask the students the following question: Should the Makah Indian people of Washington State have the right to continue their traditional whale-hunting practices?

2) Distribute Handout 1 and ask the students to read the Associated Press news article. Conduct research to find out more about the perspectives of the Makahs and the anti-whaling groups.

Good web-sites to start research include:
Makah Cultural and Research Center
Olympic Peninsula - Makah Nation, The
http://www.makah.com/whales.htm
http://www.enn.com/news/enn-stories/1998/11/111998/makah.asp
http://www.alamut.com/subj/the_other/misc/makahWhaling.html
http://www.edmontonjournal.com/news/stories/990525/edm990525-7.html

3) Divide the class into groups and develop lists of arguments and reasons in favor of and against the Makah whaling.

4) Conduct a classroom debate about whether indigenous people should have the right to continue their traditional cultural practices in the modern day. What criteria should be used to decide whether ancient practices should be allowed?

5) Find other examples around the world where indigenous people have wanted to continue their traditional cultural practices against the opinion of the modern world. Please post these examples on the classroom bulletin board, with your opinion about them. Invite other students to post their opinions on these examples also.

Assessment Recommendations:

Ask the other members of the class to help evaluate the students' participation in the debate by scoring them on ideas and content, including the use of details and clear content appropriate to audience and purpose. The debate speech should be organized through use of an introduction, transitions, details, and a conclusion. The speech should use functional language that conveys the intended message and demonstrates correct grammar and usage. The speech should have a commanding delivery, with good eye contact, clear enunciation, correct pronunciation, fluent delivery, appropriate use of facial expressions, hand gestures, and other nonverbal movements, as appropriate for the grade level and goals of the teacher.

Extension and/or Adaptation Ideas:

Instead of a debate, the teacher may lead a discussion of the main points of the article. Guest

speakers with experience with indigenous issues would be a wonderful resource for the class.

Recommended Online Resources:

The Makah:

Makah Cultural and Research Center

Olympic Peninsula - Makah Nation, The

http://www.makah.com/whales.htm

http://www.enn.com/news/enn-stories/1998/11/111998/makah.asp

http://www.alamut.com/subj/the_other/misc/makahWhaling.html

http://www.edmontonjournal.com/news/stories/990525/edm990525-7.html

Indigenous People in the Amazon:

http://www.oneworld.org/sejup/indigeno.htm

http://www.ran.org/ran/

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Handout 1:

Makah Indians Celebrate Whale Hunt

By Associated Press
Tuesday, May 18, 1999

NEAH BAY, Wash. (AP) — Hundreds of Makah Indians waited for hours in a chilly drizzle to celebrate the rebirth of an ancient tradition over the corpse of a gray, female whale.

The Makah's whaling crew delivered the whale Monday, culminating months of preparation and controversy as the tribe greeted the first whale landed by the tribe in more than 70 years.

Environmentalists decried the killing, which was accomplished through a combination of the traditional — the cedar canoe, its hand-carved paddles and the whalers' ritual prayers — and the modern, including .50-caliber rifles and motorized boats.

"We're obviously very upset that the Makah went ahead with killing an innocent, sentient creature in such a bloody and untraditional way," said Jake Conroy of the anti-whaling group Sea Defense Alliance.

It took about 11 hours for a Makah fishing boat to tow the whale home to this waterfront community of 2,400 people, which is tucked into the shoulder of Cape Flattery. The Makah welcomed the whale with sacred songs, an honor guard escort and ceremonies. Harpooner Theron Parker performed a ritual to release the soul of the whale to the sea. "I'm here for my great-grandfather," said Ron Johnson, who grew up hearing stories about his whaling forebears and traveled over 100 miles to be part of the celebration. "He's dancing in heaven."

No living Makah had whaled until now, and only a few elders remembered the taste of whale meat. Some who didn't remember wanted to know what they had been missing. "I told Eli, `You're not going to school today. This is a historic day for the Makah," said young mother Rebekah Greene as the 30-foot, 5-inch whale was butchered on the beach in fading daylight.

Far into the night, members of the community pitched in to help carve up the animal, peeling back an inch-thick layer of blubber to reveal the whale's red meat. The animal was believed to be at least 3 years old.

Some meat will be cured for a few days in preparation for a big feast — probably this weekend — for the Makah and visitors. Some will be distributed to tribal members, with the blubber rendered into oil for cooking and dipping.

The tribe is guaranteed whaling rights by its 1855 treaty, but the Makah tradition stopped in the 1920s, when commercial whaling decimated global whale populations. The United States supported the tribe's bid before the International Whaling Commission, and in 1997 the tribe was allocated 20 whales through 2004.

The hunt was filmed by helicopters and shown across the region. Makah whalers struck the giant mammal repeatedly with harpoons and with two shots from a high-powered rifle, staining the choppy waters with blood in an attack that lasted eight minutes.

The Makah, whose fishing and logging enterprises have struggled with the decline of those resources, hope the hunt will help restore tradition and pride.

The successful hunt "restores a missing link in our heritage," said Arnie Hunter, vice president of the tribal whaling commission, who was in a support boat when the whale was killed.

Anti-whaling demonstrators, who were here for two months last fall and returned as early as March to oppose the hunt, were not present when the whale was killed. Conroy said activists would renew their protests if the Makah try to kill another.

The communal hunt, involving many families, was considered the best way to resurrect the tradition by pooling available resources. The next hunt, which has not been scheduled, will be a family affair.

Under the tribe's own management plan, members must use up the whale killed Monday before embarking on another hunt. Tribal leaders say the next hunt may not take place until fall, when the whale migration is heading in the opposite direction.

Online Adventure Teaching Ticklers

Adventure 1: Amazonia

A. Amazonian Peoples

1) Geography is Everything

- Invite a guest speaker into your classroom who has lived in or visited Brazil. (Returned Peace Corps volunteers, missionaries, and health officials are good individuals to ask.) Ask the students to develop questions to ask the speaker about what life is like in Brazil today and about the current issues that face Amazonia in particular. After the speaker's visit, ask the students to write news reports about what they learned from the visit and publish them in the school or community newspaper.

- Select a group of four or five students to present a panel discussion on how the geography of South America affects life in this region. They will need to plan their discussion and do some research on their topic. Each panelist will present his or her information and views for a specified amount of time until all have spoken. Then panelists will be given an opportunity to question each other and discuss issues that arise. During the forum period, the class may question panelists.

- Compare the climate where you are located to the climate of the Amazonian rain forest. Make visuals showing the average temperatures, humidity, rainfall, etc. for each month of the year for both locations. Show with photographs how the plants and animals of both locations are different. Also, show with photographs or visuals how the climate affects the way of life of the people who live in both regions: clothing, food, transportation, games, employment, etc.

2) The Indigenous Peoples of Amazonia

- To help students understand the rich diversity of cultures that live in Amazonia, have them make a wall chart of Amazonian peoples. The chart should include information on where they live, religion, language, family life, resources, life span, birth rates, per capita income, etc. If possible, download photographs from the Internet of Amazonian peoples to include on the chart. When the chart is complete, ask students how the information they have gathered helps to explain the complexity of the issues about how to ensure a homeland for these peoples and the pressures of modern development in Brazil.

B. Exploring the Rain Forest

1) Did you Know?

- Guess Who? Ask each student to select a different animal or plant that lives in the Amazon Rain Forest and conduct some research about how it lives and other interesting information about it. Write a riddle or poem that describes, but does not name, it and print this on one side of a 5 x 7 card. On the other side of the card, have the student draw a picture of the animal or plant and print its name. Collect all the cards and bind by inserting a circular metal ring into one punched corner of the cards. Challenge students to play this Guess Who Game! (Possible animals to study are: toucans, macaws, piranhas, pacu fish, bats, sloths, monkeys, leaf-cutter ants, butterflies, jaguars, anteaters or tamanduas, army ants, harpy eagles, tarantulas, anacondas, boa constrictors, and poison arrow frogs.)

- Make a class terrarium with African violets, mosses, ivies, and small ferns. Observe the growth of these plants in this "rain forest" and compare to how they grow outside of the terrarium, use a hygrometer to measure the humidity of the terrarium, and keep track of the temperature of your terrarium. How is your terrarium similar to and different from a real "rain forest?"

- Visit a botanical garden to learn more about the conditions of a tropical rain forest and of the plants and animals that live there. If possible, interview a gardener to learn more about how a rain forest differs from the climate, plants and animals of where you live.

- Develop an Amazonia ABC Book, using each letter of the alphabet to represent something that one would find in Amazonia. Illustrate each letter, bind the books, and share them with students in other classrooms.

2) The Rain Forest Then and Now

- Assign students to research and write reports about some of the products and industries of the Amazonian rain forest, for example, cinnamon, Brazil nuts, quinine from cinchona bark, curare, rubber and the history of the rubber tappers, gold mining, manganese mining, logging, cattle ranching, etc. Share these reports in class and conclude by discussing how these industries have helped and hurt Amazonia.

- Ask students to make posters about their personal opinions about one of the issues facing Amazonia today. Students should develop a heading to attract attention to the poster's message. They may either draw an illustration or cut pictures out of magazines and make a collage on their poster. Post these in a prominent place in the school or community.

Adventure 2: The Spanish Search for El Dorado

A. The First Act in the Conquest of the Amazon

1) The Lure of El Dorado

- To better understand today's reasons for exploration, ask students to research the reasons for NASA's interest in going to Mars in the near future. How do these reasons compare with the conquistadors' reasons for exploration 500 years ago? Ask students to debate whether these reasons are strong enough for the great expense and the possible dangers to crewmembers participating in a trip to Mars. Write a letter to NASA expressing the class viewpoint about whether an expedition to Mars is a wise policy at the present time or not.

2) Timeline of Gonzalo Pizarro and Francisco de Orellana

- Examine the important events in the timeline of Pizarro and Orellana, and read some of the diary entries made by Friar Carvajal. Develop a skit showing the highlights, dangers, conflicts, etc. of both of these conquistadors' stories to present to another classroom or a community group.

B. Francisco de Orellana's Expedition

1) The Dilemma: Hero or Traitor?

- Ask students to develop headlines and illustrations to show the many dangers that Orellana encountered on his expedition down the Amazon River. Post these, with dates, on a long sheet of green, and then blue, butcher paper to represent the encounters he had on land and on water.

- Ask students to write poems about the adventures of Orellana and his expedition down the Amazon River. Collect these into a poetry anthology to include in your school library or have the students read their poems out loud at a "Poetry Night" to commemorate the expedition of Orellana. Serve refreshments made from special products from the Amazon: cinnamon, cocoa, and Brazil nuts!

2) Encounters with Amazonian Tribes

- Divide the class into groups to research and describe each of the native peoples that Orellana and his men encountered along the Amazon. What was positive and negative about each of these encounters? What effect did Orellana's encounter with this group of people have on the rest of his expedition? If you had been advising Orellana in 1541-2, how would you have recommended that he deal with the tribes? What has happened to each of these groups from 1541-42 up to the present day? What is the legacy of the conquest to them?

3) Did Orellana Meet the Legendary Amazonian Warriors?

- Research the Greek legends of the Amazonian women warriors. Write a summary of why Orellana might have thought he was meeting the legendary Amazonians. What do you think—did he?

Adventure 3: The Legacy of the Conquest

A. The Fates of Pizarro and Orellana

1) The Story Ends

- Was it worth it? Review the life histories of Gonzalo Pizarro and Francisco de Orellana, focusing especially on the ends of their lives. Ask students to write an imaginary obituary for each, evaluating the successes and failures of their lives and concluding with the student's personal evaluation of the legacy of each of these individuals.

- Compare the conquistadors: Hernan Cortes, Francisco Pizarro, Gonzalo Pizarro, Francisco de Orellana, and Cabeza de Vaca. Discuss each of their strong and weak points. Which conquistador do you believe was most important? Why?

2) The Further Conquest of Amazonia

- Read about the expedition led by Pedro de Teixeira who went up the Amazon in 1638 repeating in reverse Orellana's first journey of discovery. Plot the main events of his expedition on a map. How was his expedition similar to and different from Orellana's?

- Other interesting individuals have explored the Amazon. Ask students to research the expeditions of Pedro Cabral, Lope de Aguirre, Pedro de Teixeira, Charles Marie de la Condamine, Monsieur and Madam Godin, Baron von Humboldt, and Julio Arana. What positive contributions and negative effects did their expeditions have on Amazonia and the world in general?

- Research the rubber tree and the rubber-tapping industry in Brazil. Prepare a visual to show the steps in the process of collecting and turning the sap from the rubber tree into finished products like airplane tires and latex gloves. How has this industry changed over the years? What effects has this "white gold" had on the life of the indigenous peoples of Brazil?

- Use the web to investigate the life and death of Chico Mendes, the rubber-tapper (seringueiro), union leader and environmental activist who was assassinated on December 22nd, 1988 by Brazilian land-owners. Present a report to the class on the significance of his life and work to Amazonia.

- Write the following statement on the chalkboard and discuss: "A poor country is an environmentally dangerous country." Ask students to research poor countries in Eastern Europe, Africa, Asia, and other places in the world to see if this statement holds true for them. Ask them to compare the experiences of various countries and conclude with a proposal to the United Nations about how this world organization might deal with this situation.

- Ask students to respond to the following statement made by explorer, naturalist, and frontiersman, Euclydes da Cunha: "The Amazon forest is the last page of Genesis, yet to be written." What do you think Cunha means by this— is he optimistic or pessimistic about the future? What are your best hopes and worst fears for the future of Amazonia? How do you think this "last page" should be written?

B. Amazonia Today: The Last New World

1) Benefits of the Rain Forest

- Ask students to make brochures about the benefits of the rain forest and pretend that they are responsible for the defense of the Rain Forest in Amazonia. What strategies will they promote in their brochures to defend Amazonia?

- Research other rain forests around the world. How is their history similar to and different from the history of the Amazon Rain Forest? What predictions can you make about what these rain forests will be like in the years 2025 and 2050?

2) Problems Facing the Rain Forest

- Ask students to investigate and respond to the following statement made by a leading economist, Joelmir Beting: "The interest of the rich countries is to keep Amazonia in a state of hibernation, not development. They demand that Brazil keep the world's refrigeration system working nicely while they go on polluting and heating up the planet." What facts can you find to support or refute this statement? Do you agree or disagree with it?

- Many Brazilians say that their most pressing problems are hunger, housing, and health. They believe that the "worth" of Amazonia lies in what the resources there can do to help the people develop their economies and improve their standard of living. Ask students to discuss the issues raised by the need for development and the need to protect our natural resources. What examples can they find in the United States of this same conflict?

- Ask students in the class to develop a survey of 5-10 questions related to the future of the Amazonian Rain Forests to use with students at their school and/or community members. Record the approximate ages, educational level, and gender of respondents and graph your results. How do these factors affect the results of the survey? What conclusions can

you make about your results?

3) Get Ready for our Online Debate: How Shall we Protect the Rain Forest?

- Divide the class into four groups to represent four different proposals for the Amazon Rain Forest. Assign one of the following proposed policies to each group:

a) **Protected Zones or Reserves**: In this plan, Brazil would set aside land as "parks" preserved for the native peoples. No one could enter these areas. Indigenous people could lead their traditional life-styles in these areas. (Example: Yanomami, 1991)

b) **Biosphere Reserves:** This United Nations proposal would set aside large areas of rain forest for strict conservation in specific core zones. In the inner core, only plants and animals are allowed. In Buffer Zone 1 surrounding the core, scientific research and some indigenous people could live. In Zone 2, no destruction of the rainforest can take place, but rainforest people, rubber tappers, and caboclos can hunt and gather native products such as rubber and Brazil nuts. A small area of Zones 1 and 2 would be open to nature tourism.

c) **Forest Peoples' Alliance Proposal:** Developed by the indigenous people and the rubber tappers, this proposal would prohibit any more destruction of the rainforest for any reason. All big projects such as roads, dams, and new settlements, would be halted. The forest that is left would be protected, and if necessary, re-grown. The knowledge of the indigenous peoples, as well as from science, would be used. Special lands would be marked out for rubber tappers, caboclos, and indigenous peoples. Indigenous peoples would be allowed to take part in government decisions. The settlers who already live there would be shown how to live there without damaging the environment any more.

d) **Unlimited Development:** The resources of the rain forests would be available for development without restrictions in order to improve the opportunities and economy of the local people and of Brazil.

Each group's task is to prepare brief (5 minute) arguments both for and against each policy. Have them present their arguments to the class. Tell the class they will secretly vote on the policy they prefer at the end of all of the presentations. No class discussion will be allowed until all the ballots are in, since judgments and criticisms could affect student voting. Have the students vote with paper ballots. Tally the votes on the chalkboard, so students can see how their classmates voted on the policies without peer pressure. Discuss the results. Are the students surprised by the results? Do they think the policy choice would have been different if the voting had not been confidential? Why or why not?

- Divide the class into groups to research and prepare role descriptions for the "major players" in the debate over the future of the Amazon Rain Forest. Have each group write a

Letter to the Editor telling what their particular point of view is about the future of Amazonia and why. Role-playing the different groups, have the students debate the issues raised in class and then conclude with a vote to see which decision the students actually think should be made. Possible groups: representatives of the 8 nations in the Amazon region, rubber-tappers, ranchers, gold miners, oil-drillers, botanists, loggers, animal rights activists, and indigenous peoples.

- Ask students to discuss the following statement and explain why they agree or disagree with it: The US has become the richest and most powerful nation in the world by exploiting its natural resources and discriminating against its native peoples. England and Switzerland have done almost the same thing, destroying more than 49% of their forest cover, yet having a gross domestic product of $11,770 per capita in England, and more than twice this amount in Switzerland. Why shouldn't Brazil, with the richest resource base in the world, the largest area of forest, and a GDP of only $2,250, be allowed to do the same thing?

- Explore the Roosevelt Corollary to the Monroe Doctrine. Discuss: What short- and long-term effects has the Roosevelt Corollary had on the relations of the United States with the countries of Latin America?

- Over an extended period of time, ask students to collect newspaper and magazine articles about events in South America. Students may pick specific topics to investigate, such as environmental issues in South America, US relations with South America, political issues in South America, business issues in South America, the rights of indigenous peoples, the role of the United Nations in South America, etc. Pin the articles to the bulletin board under appropriate headings and encourage the class to review them every day. Discuss the progression of the news stories and editorials. How have they changed during the time period? What generalizations can the students make about current events in South America?

4) Rights of Indigenous Peoples in the Modern World

- Have the class select one local environmental issue they think is important. Ask students to gather information on this issue. Once they understand the basic problem, ask them to develop a list of questions they want to ask local politicians, business representatives, and environmentalists about the issue. The students can then write letters to senators and representatives about the issue, invite local representatives of the interest groups to talk to the class, write letters to the editor of the local newspaper explaining how this problem affects the community, both directly and indirectly. At the conclusion, have the students create a display that is based on the facts they have gathered and the actions they think should be taken to improve the problem.

- Ask the students to speculate about the future of Amazonia by writing an essay on what

they think Amazonia will be like in the years 2025 and 2050. After the essays are complete, have them read them aloud in class. Discuss the reports and ask the writers how they arrived at their conclusions and opinions. Do they see life in Amazonia as generally improving or deteriorating?

- Respond to the following statement by anthropologist Claude Levi-Strauss: "For those of us who are earth-bound Europeans, our adventurings into the New World have a lesson to teach us: that the New World was not ours to destroy, and yet we destroyed it; and that no other will be vouchsafed to us... In grasping these truths we come face to face with ourselves. For our own society is the only one which we can transform and yet not destroy." Do you agree or disagree? Why?

Unit 4: Teaching Guide for Cabeza de Vaca: Human Rights and the Exploration of North America

INTRODUCTION:

Six **Interdisciplinary Lesson Plans** dealing with Cabeza de Vaca are included here for use before and during the fourth week of the Conquistadors Online Learning Adventure. In addition, there follow **"Online Adventure Teaching Ticklers"**— a variety of ideas for activities and discussion questions to use to extend student understanding about some of the important topics related to the Adventures. They are listed in the same order as the Online Learning Adventure unfolds.

We invite you and your students to create web resources for the Online Learning Adventure. Please forward them to us, so that we can evaluate them and share them with others using a direct link off of our site. Please also feel free to send us your feedback about how you used the lessons and the Online Learning Adventure in your classroom. Thanks in advance!

BEST COPY AVAILABLE

Lesson Plans:

Lesson Plan 20: WHAT'S IN A NAME?

Grade Level: 4-8

Overview:

The students will work in pairs to develop dictionary skills as they search for interesting words that represent the achievements and personal characteristics of Cabeza de Vaca and the other conquistadors.

Objectives:

The students will:

- Summarize the achievements and personal characteristics of Cabeza de Vaca.
- Use words beginning with the letters of Cabeza de Vaca's name to represent his achievements, experiences, and personal qualities.
- Compare the strengths and weaknesses of the conquistadors examined in the Conquistadors Online Learning Adventure.

Related National Standards:

Language Arts:

- Demonstrates competence in the stylistic and rhetorical aspects of writing.
- Uses descriptive language that clarifies and enhances ideas.

History:

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus.
- Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas.

Materials:

Dictionaries
Drawing paper and felt pens or crayons

Procedure:

1) Review with the students the story of how the title "Cabeza de Vaca" or "head of a cow" was

given to Alvar Nunez Cabeza de Vaca's family. (In the year 1212, one of his mother's ancestors, a shepherd named Martin Alhaja, had used a cow skull to mark an unguarded mountain pass. This helped the Spanish Christians sneak-attack and win an important battle against the Moors.) The name "Cabeza de Vaca" was an honorary title commemorating this important victory, which Alvar Nunez Cabeza de Vaca wore proudly.

2) Divide the students into pairs to recall the life story of Cabeza de Vaca. Ask them to list the significant experiences, achievements, risks, and personal characteristics of this man.

3) Ask the pairs of students to spell Cabeza de Vaca's name (or Alvar Nunez Cabeza de Vaca, if you wish more of a challenge!) in a vertical line down the left side of a sheet of drawing paper. For each of the letters in his name, have the students use their dictionaries to find an interesting word that represents one of his personal characteristics, or one of the experiences, achievements or risks he endured in his life. Encourage the students to be creative and thoughtful in selecting their words, so that their completed project will more effectively represent what they have learned about Cabeza de Vaca and have more personal meaning to them. If you wish, you might demonstrate how to select an interesting word for the letter "C" and model how the dictionary offers countless interesting words for the students to select.

4) Encourage the students to use colored markers or crayons to decorate the letters of "Cabeza de Vaca" and neat black penmanship for the rest of the letters of their dictionary words.

5) Ask the students to share their completed word selections with each other. Compare and contrast the words selected by the students and reinforce the idea that some words are more interesting and have more meaning and power than other ordinary words.

6) Use the same format to compare and contrast the personal characteristics and achievements of the four conquistadors in the Online Learning Adventure. Conclude by asking the students to select the conquistador they most admire and explain why in a paragraph. Post these paragraphs by their "name posters" for other students to read and discuss.

Assessment Recommendations:

Teachers may wish to set criteria for how well the words create a picture in the reader's mind, and model this with the first letter "C". The number of letters in the words, the use of vocabulary words, etc. may be specified also.

Extension and/or Adaptation Ideas:

To further develop the students' vocabulary and dictionary skills, ask them to develop sentences or write a story with their new-found words. Post these on a bulletin board and use these words in spelling lessons.

Recommended Online Resources:

http://lonestar.texas.net/~mseifert/cabeza.html

Lesson Plan 21: *STEP BY STEP*

Grade Level: 4-8

Overview:

As a way to summarize the important events of Cabeza de Vaca or another conquistador's exploration, expedition, or conquest, the students will create "Step Books".

Objectives:

The students will:

- Review or research the story of Cabeza de Vaca or another conquistador.
- Write summary paragraphs and develop illustrations to show the major events of this individual's life.

Related National Standards:

History:

- Knows the features of the major European explorations that took place between the 15th and 17th centuries (e.g., the routes and motives of Spanish, French, Dutch, and English explorers; the goals and achievements of major expeditions; problems encountered on the high seas; fears and superstitions of the times; what sailors expected to find when they reached their destinations).
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America).

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.
- Writes expository compositions (e.g., presents information that reflects knowledge about the topic of the report; organizes and presents information in a logical manner).

Art:

- Understands and applies media, techniques, and processes related to the visual arts.

Materials:

Drawing paper in graduated lengths and various colors, if possible
Crayons, felt pens and other art materials

Procedure:

1) Ask the students what it means to do something "step by step," explaining it means to do first one thing, then another, in a very specific order. Then ask students what other meaning the word "step" has— and develop the concept of stair-steps, or graduated lengths. Explain to students that they will be following a specific process (going step by step) to develop a step book which has graduated lengths of pages. Their book will be about one of the conquistadors who explored the Americas in the 15th - 17th centuries.

2) The first step in making a Step Book is to prepare the pages. (Teachers or classroom volunteers might wish to do this ahead of time for the students.) Each Step Book will consist of 6 different-sized pieces of paper stapled together across the top. The bottom sheet of drawing paper should be 8 1/2 x 11 inches in size. On top of this sheet, place another piece of paper 8 1/2 x 10 inches long in a different color, if possible. On top of this, place another piece of paper 8 1/2 x 9 inches long, and so on... until you have a stack of 6 pieces of paper of the following lengths: 8 1/2 x 6 inches, 7 inches, 8 inches, 9 inches, 10 inches and 11 inches. Staple them together along the top.

3) The top piece of paper (which may be card-stock, if desired) will be used for the students to design an interesting cover and title for their book. The title should be written in bold, black ink along the bottom 1 inch of this top page.

4) On the second piece of paper (8 1/2 x 7 inches long) the students are to write the title: "Who Was ... (name of conquistador)?" in bold, black ink along the bottom 1 inch of this page. On this page, they will then write a paragraph or two and draw an illustration to answer this question. Other criteria, including biographical information, dates, place of birth, nationality, employment, etc. may be specified for these paragraphs.

5) On the third piece of paper (8 1/2 x 8 inches long) the students are to write the title: "What Did ... (name of conquistador) Want to Accomplish?" They will then write 1-2 paragraphs to explain and illustrate the goals of this conquistador and how this expedition related to other expeditions that had already taken place.

6) In the same manner, the fourth piece of paper should be titled: "Where Did ...(name) Go?" across the bottom, and the students will draw a map of his route. A paragraph on this page should explain basic information about the cultures of the native peoples the conquistador met during the expedition.

7) The fifth piece of paper should be titled: "What Were the Major Events?" Paragraphs and illustrations should focus on the major events, accomplishments, risks, defeats, methods used, etc. of the conquistador in this expedition.

8) The sixth piece of paper (which could also be card-stock) should be titled: "What Was

…(name's) Significance?" These final paragraphs should include the importance of the conquistador, the short-term and long-term effects of the expedition, and the student's own personal opinion about the conquistador.

9) When finished, ask the students to share their Step Books with each other. Use them to develop generalizations about the characteristics of the Spanish exploration and conquest of the Americas and of the individuals who were involved in the conquest.

Assessment Recommendations:

Teachers can assess the students' Step Books by looking at how completely the students communicate their knowledge about the conquistador, structure the information in a logical, step-by-step sequence, demonstrate their knowledge of correct spelling, grammar, punctuation, capitalization, usage, and paragraphing, and accurately and artistically draw their maps.

Extension and/or Adaptation Ideas:

Shorten or lengthen the number of pages in the Step Books. Have the students work together in groups to make their books. Ask the students to use a word-processing program to make their books.

Recommended Online Resources:

http://www.pbs.org/weta/thewest/wpages/wpgs610/cabeza.htm

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Lesson Plan 22: CABEZA DE VACA'S DILEMMA

Grade Level: 4-10

Overview:

In this lesson the students will use decision trees to look at the decision point in Cabeza de Vaca's life, when he had to decide whether to stay with the native peoples or return to the Spanish. They will conclude by deciding how they think Cabeza de Vaca should have decided and why.

Objectives:

The students will:

- Make decision trees to organize their thinking about the choices Cabeza de Vaca and his men faced when they had to decide whether to return to civilization after eight years with the native peoples.

Related National Standards:

History:

- Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization.

- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus.

Thinking and Reasoning:

- Applies decision-making techniques.

- Analyzes decisions that were major turning points in history and describes how things would have been different if other alternatives had been selected.

Materials:

Procedure:

1) Draw a blank decision tree on the chalkboard. This resembles a main "tree-trunk" with the question written on it, with "Y" or "W" forks extending upward from it, depending on how many possible alternatives there are in the decision to be made. Use a contemporary decision to model how the decision tree works. For example: label the tree-trunk with the question "What shall I do after school?" Ask students to suggest what alternatives they have to answer this question. List these on each of the forks. (For example, do homework, eat a healthy snack, eat junk food, play sports, etc.) Then ask students what the good and bad consequences of each of these alternatives are and list them along that fork... and then list the consequences of each of these consequences... etc. Ask the students to answer the question on the tree-trunk and make a decision using the information from their decision tree and explain why they decided the way

they did.

2) Explain to students that they will be making a decision tree for Cabeza de Vaca. The question they must answer is: What should Cabeza de Vaca do— stay with the native people or return to the Spanish?

3) Ask each of the students to fill in his or her decision-tree with the question, possible alternatives for Cabeza de Vaca, and then the good and bad consequences of each of the alternatives as completely as possible.

4) Then they must evaluate how important each of the consequences might have been and decide what they think Cabeza de Vaca should have done when he was faced with this dilemma.

5) Ask students to write a paragraph explaining the decision they made and the reasons why they selected it. Share these paragraphs and discuss.

6) Review what happened to Cabeza de Vaca after he returned to the Spanish and after he was forced to return from Paraguay. How might Cabeza de Vaca's later life have been different if he had made a different choice?

Assessment Recommendations:

Assess the students' decision-trees and concluding paragraphs to see how well the students develop their main ideas and use strong support and rich details.

Extension and/or Adaptation Ideas:

Adapt the use of a decision-tree with a current school or community problem or issue.

Recommended Online Resources:

http://eldred.ne.mediaone.net/cdv/rel.htm

Lesson Plan 23: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Grade Level: 6-12

Overview:

The Spanish Conquest and the Debate at Valladolid in 1550-1551 between Gines Sepulveda and Bartolome de Las Casas started a discussion about human rights that has not yet ended. In this lesson, students will explore the meaning of the 30 articles of the Universal Declaration of Human Rights, which was passed by the United Nations unanimously in 1948. They will use art to visually show how each of these articles relates to their own lives and then write an editorial discussing their opinion about the value of the Universal Declaration of Human Rights.

Objectives:

The students will:

- Explain the history and meaning of the Universal Declaration of Human Rights.
- Develop a caption and visual depicting their understanding of one of the articles from the UDHR.
- Write an editorial discussing their opinions about the value of the Universal Declaration of Human Rights.
- Decide whether they support the UDHR or not.

Related National Standards:

History:

- Understands major global trends since World War II.
- Understands the search for community, stability, and peace in an interdependent world.

Civics:

- Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.
- Understands the impact of significant political and nonpolitical developments on the United States and other nations.
- Understands the influence that American ideas about rights have had on other nations and international organizations (e.g., French Revolution; democracy movements in Eastern Europe, People's Republic of China, Latin America, South Africa; United Nations

Charter; Universal Declaration of Human Rights).

- Understands issues regarding personal, political, and economic rights.

Language Arts:

- Demonstrates competence in the general skills and strategies of the writing process.

- Writes persuasive compositions that evaluate, interpret, and speculate about problems/solutions and causes and effects.

Arts:

- Understands and applies media, techniques, and processes related to the visual arts.

Materials:

Art materials
Copies of the Universal Declaration of Human Rights (See http://www.udhr.org/UDHR/default.htm)

Procedure:

1) Begin the lesson by asking students to recall the human rights they have and list these on the chalkboard. They will probably mention religion, speech, press, etc., the rights they are familiar with from the Bill of Rights to the US Constitution. As they suggest rights, ask them, "Is that all? Don't you have any other rights?" Ask them if other countries have these same rights, and why they might or might not. Where did these rights come from?

2) Post a copy of or distribute handouts to students of the Universal Declaration of Human Rights. Go over these briefly, pointing out how this document lists in black and white many human rights which we probably enjoy in the United States, but which are "understood" and not formally listed in our Constitution. Discuss with students some of the basic history of the United Nations Universal Declaration of Human Rights and how the momentum for passage of this document arose after World War II after the effects of the Jewish Holocaust were better understood. A great deal of support for passage of the UDHR also came from diplomats from Latin America, who remembered the history of the Spanish Conquest and colonization period.

3) Announce that the students will be studying each of the 30 UDHR articles to see what each of them means and how they relate to their lives and to the lives of people throughout the world. At the end of the lesson, they will be asked if they agree with the Universal Declaration of Human Rights and would be willing to sign as a supporter or not.

4) Discuss with students the meaning of the 30 articles of the Universal Declaration of Human Rights or ask them to research them. Assign students to develop a caption in their own words for each article and develop a visual to show how they personally interpret the meaning of the article for themselves and for people around the world. This might be a symbolic representation

of the article or an example of the protection or abuse of the right.

5) Is the Universal Declaration of Human Rights being followed around the world? Ask students to find examples from the past and present when the human rights of the Universal Declaration of Human Rights have or have not been protected. If possible, arrange speakers from Amnesty International or from countries where the rights are not protected to come to the classroom to discuss these examples with the students.

6) Ask each student to write an editorial about his or her feelings about the value of the Universal Declaration of Human Rights. What value does it hold for the world today? Must anything else be done to ensure the protection of human rights for all people in the world? Why or why not?

7) Conclude by posting the captions, visuals and editorials for the UDHR articles on the classroom wall or in the school hallway so students in the school can better understand the meaning of this significant document. Encourage the students to read the editorials and decide whether they agree with the Universal Declaration of Human Rights. Provide a "Will you Sign On?" poster opportunity for students to add their signatures to the document to show their support.

Assessment Recommendations:

Assess the visuals and editorials to see how well the students communicate their knowledge about the UDHR and use relevant examples, facts, and details.

Extension and/or Adaptation Ideas:

Develop a school-wide information day and assembly devoted to human rights and the UDHR. Ask the students to present information about the UDHR to other classes, and ask the students whether they wish to "sign on" as supporters or not. Print student editorials in the school and community newspapers.

Recommended Online Resources:

http://www.udhr.org/UDHR/default.htm

http://borealis.lib.uconn.edu/ArcticCircle/VirtualClassroom/case2a/case2avc.html

Lesson Plan 24:
THE FIRST DEBATE ABOUT HUMAN RIGHTS

Grade Level: 8-12

Overview:

What does it mean to be human? Is it right to conquer other people? What is a just war? These are just a few of the questions that were considered by the Council of the Indies in 1550 in the great public debate in Valladolid, Spain. In this lesson, the students will participate in a Moot Court Hearing to evaluate the major arguments used 500 years ago to answer these basic questions about human rights.

Objectives:

The students will:

- Participate in a Moot Court Hearing to consider the arguments used by Bartolome de Las Casas and Gines Sepulveda in the Council of Indies debate of 1550-1551.

- Write an editorial expressing their personal opinions about the decision reached by the judges in the Moot Court Hearing and the effects on their own lives.

Related National Standards:

History:

- Understands the significance of beliefs held by both Native Americans and Europeans (e.g., Native American beliefs about their origins in America, ideas of land use held by Native Americans and Europeans).

- Understands characteristics of Spanish conquest and settlement in the Americas (e.g., the social composition of early Spanish settlers in the Americas in terms of age, gender, class, and its consequences for Latin America; how Cortes and Pizarro were able to conquer the Aztec and Inca; the role of religious beliefs in perceptions the Aztec and Spanish held of one another; Spanish attempts at justification for their treatment of Native Americans).

- Compares political, social, economic, and religious systems of Africans, Europeans and Native Americans who converged in the western hemisphere after 1492.

- Understands how European society experienced political, economic, and cultural transformations in an age of global intercommunication between 1450 and 1750.

- Understands the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas between 1500 and 1750.

- Understands major global trends from 1450 to 1770.

Civics:

- Understands issues regarding personal, political, and economic rights.

- Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights.

- Understands the effects that significant world political developments have on the United States (e.g., the French, Russian, and Chinese Revolutions; rise of nationalism; World Wars I and II; decline of colonialism; terrorism; multiplication of nation-states and the proliferation of conflict within them; the emergence of regional organizations such as the European Union).

Materials:

Research materials

Procedure:

1) Begin by asking students to consider the following questions: What is a just war? What should be the relationships between different races and cultures? Is it right for one nation to get involved in the internal affairs of another nation? Is colonialism fair? Is it fair to treat races differently?

2) Explain to students that these questions gained prominence in the 1500s during the time of the Spanish Conquest as news about the methods used during the conquest and colonialism of the New World became known in Spain. The Council of the Indies called for a public debate on these questions at Valladolid, Spain in 1550-1551. The outcome of this debate had significant effects on the future course of world events... and still has effects in the world today as we continue to debate important questions about human rights.

3) Explain to students that in this lesson, they will be participating in a Moot Court hearing to review the arguments used in the Valladolid debate. A moot court hearing is like an appellate court or Supreme Court hearing. The purpose is to give a panel of judges the opportunity to hear the arguments and make a decision about the issues in the case. No witnesses are called and there is no argument about the basic facts in the case, for example, what happened during the Conquest. In this modified form of moot court hearing, the students' arguments do not have to be limited to the present laws in 1550 or be based on legal decisions that might have been made in similar cases. They can be based on the principles found in the Constitution or on any reasonable position that the students take.

4) Divide the class into three groups. One group will act as the panel of judges hearing the case. One group will present the arguments made by Sepulveda. One group will present the argu-

ments made by Las Casas. To prepare for the hearing, each group should meet and select one or more spokespersons to speak for the group and a recorder to take notes. The group members will then research and prepare their arguments to present to the panel of judges. The students in the judges group should also research the issues in the case to prepare questions to ask the spokespersons for the other groups.

5) The procedure to be followed for a Moot Court Hearing is as follows:
   - The chairperson of the panel of judges will open the hearing and make sure the procedures are followed. During the presentations of the arguments, the judges may interrupt at any time to ask questions.
   - The spokespersons presenting the arguments of Sepulveda will have 15 minutes to present their arguments and respond to questions that the judges may ask.
   - The spokespersons presenting the arguments of Las Casas will have 15 minutes to present their arguments and respond to questions that the judges may ask.
   - Allow the judges to discuss the case among themselves and reach a decision. They should present their decision and explain it to the class.
   - The class should then discuss the hearing, its procedures, the arguments they thought were the strongest, and whether they think the decision reached by the judges in the classroom today would be the same one as the one reached in 1551.

6) Conclude the lesson by asking the students to write an editorial about the decision reached in the moot court hearing. Questions they may consider include: Do they agree or disagree with the court decision? Why or why not? What effect do they think the decision in 1551 had on later events in the New World? What effect do they think the decision had on the development of human rights in the world? What effect has the decision had on the student's own life?

Assessment Recommendations:

Assess the student moot court presentations by evaluating how well the speakers communicate knowledge and supporting details about the Valladolid issues, structure their information in a logical sequence, use functional, precise and descriptive words appropriate for a moot court hearing, and skillfully use verbal and nonverbal delivery techniques to enhance their message.

Assess the students' editorials about the decision reached in the moot court hearing to see how effectively they explain whether they agree or disagree with the class court decision and relate the Valladolid issues to history of human rights in the world and to their own lives.

Extension and/or Adaptation Ideas:

Ask the students to select a human rights question in the world today and write a research paper or speech to present orally to the class.

Recommended Online Resources:

http://elvis.rowan.edu/%7Ekilroy/JEK/07/17.html

http://www.gcc.ca/Political-Issues/secession/sovinj/main.html

http://arcticcircle.uconn.edu/ArcticCircle/SEEJ/looking.html

Lesson Plan 25: CONQUISTADOR JEOPARDY

Grade Level: 4-12

Overview:

Let's play Jeopardy! The students will develop and play this variation on the game-show to assess their understanding of the main events of the conquistadors involved in the Spanish Conquest.

Objectives:

The students will:

- Prepare questions and answers covering the conquistadors and the Spanish Conquest.
- Use a game-show format to assess their comprehension of the main points of the Spanish Conquest.

Related National Standards:

History:

- Understands the migration and settlement patterns of peoples in the Americas.
- Understands aspects of the Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus (e.g., Spanish interactions with the Aztecs, Inca, and Pueblo; the expeditions of Cabeza de Vaca and Francisco Vasquez de Coronado in the American Southwest; the conquest of Spanish America).
- Understands the significance of beliefs held by both Native Americans and Europeans (e.g., Native American beliefs about their origins in America, ideas of land use held by Native Americans and Europeans).
- Compares political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Life Skills Standards/Working with Others:

- Contributes to the overall effort of a group.

Materials:

3 x 5 cards
poster board
masking tape
post-it notes

Procedure:

1) Students usually love to play games— even if the main purpose is educational! Announce to students that they will be developing and then playing a modified Jeopardy game about the conquistadors.

2) The first step in the process is to ask the students to develop 5 categories of questions to cover the information they have been studying about their topic. This could be: History, Geography, Native Peoples, The Expedition, Anything Goes. List these on a large piece of poster board and develop a 5 x 5 grid of squares. Each square will eventually hold one question from that category in order of difficulty, from 10 points for questions in the top row of each category, 20, 30, 40, and 50 points going down.

3) Ask students to review the four conquistadors and write 5 questions each for each of the 5 categories on 3 x 5 cards... with the correct answers on the back of the cards. (Note: this is different from the television game-show. The students are asked to write a question to be answered, not vice versa as on television.)

4) The teacher will need to review these cards for accuracy and select those that best cover the material the teacher wishes to assess. Select the 5 best questions for each category and use tiny pieces of masking tape to tape them in order of difficulty on the poster board, questions facing up. Under two of the squares, hide a post-it note labeled "Daily Double". Do not let the students see the game board until the game begins.

5) On game-show day, divide the students into 4 teams. Flip a coin to see which team begins. The students in that team will select a category and level of difficulty. The teacher or game-show host will take that question off of the game board and read it to the team to answer. The team members have 20 seconds to answer the question (sing the theme music of Jeopardy during this time if you can!) If the students answer the question correctly, they are awarded the number of points for that question and are given the opportunity to select another question to answer. If they are incorrect, the next team will have a chance to answer that same question.

6) Continue playing the game until all of the questions have been answered. If a team selects a question with a "Daily Double" post-it note underneath it, they are given the opportunity to wager up to as many points as they have earned so far on that question.

7) To conclude the game, each team will be allowed to answer a "Final Jeopardy Question" of the teacher's choice. Each team will decide how many of the points they have earned that they are willing to wager and work together to write down their best answer to the Final Jeopardy Question. Celebrate the students' conquistador knowledge!

Assessment Recommendations:

Assess the questions developed by the students to see how well they accurately focus on the important points of the conquistador's adventure. Assess the students on well they demonstrate

their knowledge about the topic and answer the questions during the game, and on how well they cooperate with their team-mates.

Extension and/or Adaptation Ideas:

The teacher may wish to prepare the questions for the game in advance without student help and can make the game as easy or as hard as desired. The game questions may be given to the students in advance of the game-show day, so that the students can review and study them.

Recommended Online Resources:

http://www.mediasrv.swt.edu/cabaza/man.html

http://www.pbs.org/weta/thewest/wpages/wpgs300/3cabeza.htm

http://www.english.swt.edu/CSS/Vacaindex.HTML

Online Adventure Teaching Ticklers:
A variety of teaching activities and discussion questions related to Cabeza de Vaca.

Adventure 1: Pre-Conquest America

A. Culture is Everything

1) Culture is Everything

- Invite an anthropology professor, anthropologist, or guest speaker with experience with American Indian cultures into your classroom to share information about the variety of Indian cultures that lived in the American southwest at the time of Cabeza de Vaca. How did events in history (for example, disease, Indian policies, etc.) affect these cultures? What is the status of these cultures today?

- Ask each student to select one of the bands of North American Indians (Karankawas, Coahuiltecans, Pimas, Tarahumaras, etc.) Cabeza de Vaca met during his 8-year ordeal. Develop a brochure with a map that shows where this culture lived and the geographical features that affected their lives, how they lived, including food, religion, cultural practices, and special events which occurred during the time Cabeza de Vaca was with them.

- Cabeza de Vaca described for the very first time some interesting animals he met, including the opossum, armadillo, gila monster, and buffalo. Ask students to read about these fascinating animals and write up a "life history" to share with the class.

- Read about Acoma, an ancient American community of 3000 Pueblo Indians that still exists atop a mesa in the high New Mexico desert. Find out about its history and culture, and what it went through after its discovery by Coronado's Expedition of 1540, including a brutal occupation by Spaniards in 1599 who chopped off one foot of each adult male. Develop a wall mural to show what Acoma was like and write "narrative flashbacks" describing important events in its history.

- Ask the students to read and compare Indian legends from tribes who live in the American Southwest. Then have them try their hand at writing interesting Indian legends to explain an aspect of nature they are familiar with— a plant, animal, weather pattern, the sun, moon or constellation, or a cultural practice important to the students. Illustrate these legends and share with students in other classes.

- Develop a model of how Casas Grandes looked at its most successful moment. Write "A

Day in the Life of" story about a person living in Casas Grandes. Tell what the culture was like as you tell the daily story of this person.

- Michael Wood speaks about Cabeza de Vaca's story as a "parable", a simple story with an important moral. Read examples of parables and ask students to write their own examples of a story that has an important moral or meaning to them. Share with other classes.

- Use the internet to learn about the animals and plants that live in the areas that Cabeza de Vaca explored. Develop a "gallery" showing pictures and explaining interesting information about these animals and plants. How have they learned to adapt to their environment?

Adventure 2: Cabeza de Vaca and the Fall of America

A. Cabeza de Vaca's Adventures

1) The Life and Times of an Adventurer

- What went wrong? Review the expedition led by Panphilo de Narvaez to "explore Florida". List all the things that went wrong. Discuss: What could have been done to avoid these problems or were they inevitable?

2) The Mystery of His Route

- Develop a classroom map showing the routes that Cabeza de Vaca is thought to have taken during his 8-year saga. On the map, label the clues and geographical features that Michael Wood followed as he tried to pinpoint the exact route. Conclude by asking students which route they think Cabeza de Vaca took and why.

3) Survival and Transformation

- Cabeza de Vaca's journey was a physical journey travelling to a new place, but it has also been called a journey of transformation, that forever transformed his outlook and life. Ask students to write an imaginative or autobiographical story that shows how a physical journey can also be a journey of transformation.

- Write an imaginative diary of the story of Cabeza de Vaca, Dorantes, Castillo or Estavanico. Ask the students to bind their diaries and make them as authentic-looking as possible. (To make "leather-bound volumes," crinkle up rough-edged pieces of plain brown paper sacks until they are soft and use to cover card stock or manila folders. Dyeing paper with tea also works. Sew the diary pages together with string.)

- Cabeza de Vaca wrote: "Clearly, to bring all these people to Christianity and subjection to Your Imperial Majesty, they must be won by kindness, the only certain way." Ask stu-

dents how they think the world would be different today if the Americas had been approached with kindness by the European explorers.

- One of the major points that Cabeza de Vaca makes in his book about his exploration of the Americas was that the native peoples, which Michael Wood refers to as "the Other," were not inhuman. The examples he used include: the Indians taking pity on the four Spanish survivors, the Indians not practicing cannibalism, the love of the Indians for their children, the marriage customs and hard work of the Indians, their interest in healing, no evidence of worshipping idols, and their physical cleanliness. Write a letter to the King of Spain explaining more about what Cabeza de Vaca found and how you believe the King of Spain should treat the natives in the New World.

- Research the Espejo Expedition of 1582 and the Ibarra Expedition of 1565. Where did these expeditions go? What evidence did they find that proved Cabeza de Vaca's story and route?

- Find copies of the paintings of artist Ted de Grazia of Tucson, Arizona. He portrayed the story of Cabeza de Vaca in many of his works. Ask students to examine the paintings and discuss how the style and subject matter of De Grazia's art reflect his personal interpretation of Cabeza de Vaca.

- When Cabeza de Vaca finally met the Spanish slaving expedition headed by Diego de Alcarez, the Indians accompanying him refused to believe that they were "the same race or humanity." Respond to the following statement and explain why the Indians would have thought Cabeza de Vaca was so different. "For we had come from the sunrise, the others from where the sun set. We cured the sick, the others killed the healthy; we went naked, while the others went in fine clothes on horseback with weapons. And also that we asked for nothing and gave away all that we were given; while the others seemed to have no other aim than to steal what they could and never give anything to anybody." How does this statement further give evidence to the transformation that Cabeza de Vaca went through during the 8 years?

B. Debate at Valladolid

1) Bartolome de Las Casas

- Write a biography of Bartolome de Las Casas. What influences and philosophies affected his opinions about the way native peoples should be treated by the European powers?

2) Gines Sepulveda

- Write a biography of Gines Sepulveda. What influences and political philosophies affected his opinions about the way native peoples should be treated by the European powers?

3) The Great Debate: What Do You Think?

- Review the arguments presented by Las Casas and Sepulveda in the Great Debate at Valladolid. Write a letter to NASA explaining how you believe any future life-forms encountered in our space exploration should be met and why.

Adventure 3: The Legacy of the Conquest

A. The Conquest Continues

1) Other Conquests

- Review and trace on a map the expeditions of other explorers in the American Southwest: Francisco Vasquez de Coronado (1540), Pedro de Alvarado (1541), Juan de Onate (1598), Don Juan de Zaldivar (1598), and Vicente de Zaldivar (1599). What effect did their explorations have on Acoma and other pueblos?

- What were the "Seven Cities of Cibola?" What power did they hold over the conquistadors who searched for them? Read about these mythical cities built of solid gold. Write a play about the search for them and the tragedies that occurred to the conquistadors involved.

- Compare and contrast the history of the Spanish Conquest with the history of America in the Hawaiian Islands. How were the native people of Hawaii treated?

- Compare and contrast the history of the Spanish Conquest with the history of Great Britain's treatment of the native peoples in Australia, Tasmania, and South Africa.

- Review the history of the United States and the American Indians. If possible, invite an American Indian spokesperson into the classroom to discuss US policy, the reservation system, the Indian schools, etc. How was this history similar to and different from the Spanish treatment of the native peoples in Mexico and Latin America?

- View the 1990 film, "Dances With Wolves", which illustrates some of the issues of US/American Indian relations. Write a film review of the movie and include whether you feel it accurately portrays these historical issues or not.

- Ask students to research the Spanish Missions that were built after the Spanish Conquest in the United States. Many people are now reconsidering whether they should be preserved as historical reminders of the abuses the native peoples suffered during the mission period. What do you think?

B. Human Rights Today and Tomorrow

1) The United Nations Universal Declaration of Human Rights

- Debates about human rights continue in the world. Examine some of the rights listed in the articles of the Universal Declaration of Human Rights. Ask students whether, in their

own community as well as in different places in the world, we have "the right to a free elementary education, reasonable access to generally available technical and higher education, and participation in the cultural life of the community and its scientific progress" or "the means necessary for maintaining physical and mental health and security." What needs to be done to make these rights a reality? Is it even possible or desirable?

- Review the equal protection clause, Civil Rights legislation, the Americans with Disabilities Act, Title VII, etc. How are these related to the concept of human rights? What other protections of human rights do you think would be good?

- Research the organization Amnesty International. What are the goals of this organization? What are examples of its work? How successful is it in accomplishing its goals? If possible, invite representatives of this organization or other organizations who are working for human rights around the world to speak to the class and talk about progress in this area.

- Invite a lawyer into the classroom to discuss specific cases that deal with human rights.

- Research recent examples of human rights abuses: Kosovo, Cambodia, Tibet, Rwanda, etc. Develop a set of criteria stating at what point you think human rights abuses justify the intervention of other nations or international agencies. Evaluate the effectiveness of this set of criteria by using it to examine other current examples that arise during the school year.

2. The Challenges of the Future

- What have we learned? Develop a "Bill of Rights" for possible future explorations of new lands with new environments and, perhaps, new peoples. What recommendations would you make to NASA to guide a future exploration?

- The challenge for the conquistadors was to conquer vast unknown worlds and to exploit their riches. What are our challenges today in our increasingly small world? Ask students to write short essays and send them to us. How do you think future generations will evaluate our efforts in meeting our current challenges?

- Ask students to reflect on which conquistador they would have wanted to travel with and why. What does the Spanish Conquest mean to them?